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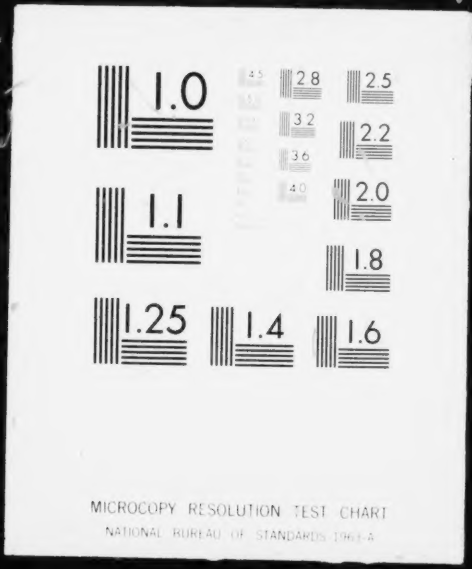
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ABSTRACT

Depth core discussion is designed to provide a mechanism for interaction between students and instructor with the express purpose of integrating the cognitive objectives of the leadership course for the United States Naval Academy (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484) with the affective domain of leadership. This syllabus for depth core discussion is divided into two parts: the first part is concerned with general guidelines and principles for depth core operations, incorporating the experiences of the on-site instructor and the practical recommendations evolving from that experience, the theoretical framework for altering the conditions of the situation, and some guidelines for grading; the second section contains the actual depth core presentations, separated into 16 discussions. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (Author/SH)

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DEPTH CORE SYLLABUS

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INTRODUCTION

INTRODUCTION

Depth core discussion meetings provide a powerful mechanism for interaction between students and instructor with the express purpose of integrating the cognitive objectives of the course with the affective domain of leadership. Hopefully, these depth core materials will provide a means whereby the individual midshipman can demonstrate his knowledge, attitudes and feelings. The actions that he takes, either individually or with the group, in carrying out the activities of the depth core, will give the instructor a powerful tool for evaluating the potential transfer of capability to actual leadership situations. Of particular criticality will be the ability of the instructor to feed back to the student an assessment of the student's performance so that the midshipman, during the course of the semester, will have help in assessing his particular strengths and weaknesses as they will affect his potential as a leader.

This syllabus is divided into two parts. This first section concerns itself with general guidelines and principles for depth core operations, incorporating the experiences of the on-site instructor and the practical recommendations evolving from that experience, the theoretical framework for altering the conditions of the situation in keeping with the constructs developed by Dr. Fred Fiedler, author of A Theory of Leadership Effectiveness, and finally some guidelines for grading. The second part contains the actual depth core presentations.

COMMENTS FROM PAST EXPERIENCE

Telling a person how to run a discussion session is hazardous. Instructors have different opinions both on what is essential and on what is the best method of presentation. For the man who is rooted in tradition, the content most appropriate for discussion would be historical personages and heroic demonstrations of leadership. For the instructor who sees contemporary dynamics as the prime influence on leadership, the most important source is the daily newspaper. The discrepancy is not limited by these poles. There are an infinite number of subtleties. One instructor would prefer leadership qualities to be best summed up by the comments of Douglas Southhall Freeman. Another instructor, finding it difficult to work with such general notions, may prefer an empirical approach and would demand that only hard experimental data could attest to effectiveness in leadership situations. It is our conclusion that the depth core can provide the maximum flexibility for all instructors in terms of content and approach, and that the selection of content and method is best left to the individual.

Our experience with depth core sessions to date suggest some general principles.

The first is that there is no guarantee that any two classes will respond to a presentation with the same enthusiasm and level of participation. The fact that individual classes have their own personalities is nothing new to an instructor, but the point should be made that a depth core technique which works very successfully with one group may not yield the same results with another. The instructor should attempt to assay the overall characteristics of each group to see which kind of procedures work best.

The second note of caution is on the amount of film or tape media used. If the instructor's premise for depth core is to maximize the amount of time interacting and discussing with the students, then a 30 to 40 minute film will not achieve the intended purpose of depth core. This does not necessarily mean that extended films should not be used, but the instructor should retain the possibility of discontinuing a rather lengthy film after the first 10 minutes and use what had been presented as the basis of discussion. The materials in depth core are not primarily informational in nature. They are materials for discussion starters. For example, a film on drugs should not be used to warn midshipman on the evils of drugs but rather to give the future junior officersa notion of how they might go about making a presentation on drugs to their men. In general, media should not be used as a crutch nor as a vehicle for information but rather as a discussion starter. Since there will be a basic paper version for the depth core, much time can be saved by handing out the assignments prior to the actual depth core meeting. Then, any exercises that have to be done [products to be generated] can be prepared by the midshipman before hand and evaluated in the classroom.

The third conclusion from our experience suggests that existing materials which have been tested, should not be overlooked merely because they are aged. One such film example is "It's A Plot". Although dated in some aspects, it gives the instructor an excellent opportunity to show the integration of many of the most critical factors and concepts in the course.

A THEORETICAL FRAMEWORK

All the instructors in the Leadership Department are familiar with the concepts of Dr. Fred E. Fiedler, author of A Theory of Leadership Effectiveness. In reviewing the present material for the course, he has expressed a keen interest in the potentiality of having the depth core sessions related to some of the factors of actual leadership situations that the midshipmen will later face. He has suggested that individual instructors might feel the responsibility of feeding back to their students some analysis of the midshipmen performance under variety of situational conditions which then would be correlated to Dr. Fiedler's test on Least Preferred Coworker. These scores are presently available for the entire class of 1972, and it is recommended that this test be given to all successive classes. Since there are a number of parameters to the Fiedler Model, the individual instructor may not wish to test and correlate all of them. But the instructor certainly may integrate a variety of situational conditions to alter the favorableness of the situation. This will give the instructor an opportunity to record performance of individual students as the conditions change. Briefly stated, the Fiedler Model indicates that the favorableness of the situation can be altered by the complexity of the task, the amount of time allowed for its completion, and the amount of superimposed stress while the task is being performed. With these as examples, it is easy to see how an instructor may, in one depth core session, modify the conditions of the situation without really altering the fundamental nature of the task. He can collect data on how the students perform over the course of the semester under variations of situational favorableness. This data, in turn, can be correlated to the LPC scores during the counseling sessions at the end of the year. Dr. Fiedler's point, and it is a valid one, is that the midshipmen, in addition to learning what is fundamental to leadership, should be able to gain some assessment of their own capability of performance under a variety of conditions. The junior officer should recognize the high probability of increasing his chances for success by altering the situational favorableness in which he is operating.

GENERAL PROCEDURES

Regardless of the methods chosen there are four basic characteristics of any depth core discussion. They are presentation, assimilation, production, and evaluation.

Presentation is defined here as the selection and transmittal of material to be used for discussion. Each depth core is presently keyed to a certain part of the course, but there is still an option open to the instructor to use it elsewhere. While a depth core dealing with communication has a reasonable placement after Part Four, there may be some aspects to the depth core material that would suggest its use elsewhere. For example the preparation of the response letters in Depth Core # 4 could be an exercise in organizational levels of review and their particular perceptions as an adjunct to Part Five. The instructor may wish the letters to proceed through simulated levels of the command to acquaint the midshipman with the particular focus and responsibility that are reflected at several levels of review. The film "The World of Charlie Company" could be divided into two parts, one section [problem definition] being shown earlier in the course to gain unschooled commentary on possible resolutions or paths of actions. The second part could be shown later at the end of the course to establish the degree of congruence between the original observations and those made after a semester of instruction. To repeat, the selection process is important, but it is not rigid. Often, on the strength of a spontaneous but valid rationale, an instructor can employ a depth core to generate enthusiasm that might not have been generated otherwise.

After the instructor has selected the appropriate material, he must somehow put it before the students. Many of these depth core materials will be in some medium format, and it is not unusual for an instructor to merely show a film and ask questions later. But such is not the recommendation. The instructor should clearly indicate, either using the media, or writing or speech, the essential theme or question that the students are to respond to. If the establishment of the focal point is left to the student handout or other media presentation, much of the instructor control over the group is lost. The rule of thumb suggested here is that the leader must create and maintain tension throughout the depth core discussion. Tension, as defined here, does not necessarily mean conflict. It consists of posing a problem, raising a question, or setting a goal that may not be attainable. With the uncertainty of the result, the options for solutions are going to generate a greater student interest.

Some instructors may wish to avoid media all together, having enough confidence in their own capability to pose a question, raise an issue and feel the tension as the students grapple with the problem. Generally, however, some handout of student material is necessary, provided it does not become so lengthy that it controls the session.

If a handout or media presentation does not establish the tension, then the instructor should do so. For example, in "The World of Charlie Company", there is no introduction by the narrator to indicate that this is a film on problems of command and the limitations of authority in the real world of Vietnam. Therefore it might be appropriate for the instructor to begin with a question, "What would you do if your men refused to obey orders," or "You will be watching a film which deals with the changing of command of a unit in Vietnam. I would like you to attend to some of the difficulties he is encountering as a new commanding officer, and what problems he may or may not have been able to avoid."

After the initial orientation which establishes both the focus of the material and the attention of the problem, the material for the depth core is presented. This is the first stage of the assimilation period. If it is a film, and especially a long one such as "The World of Charlie Company," there is nothing wrong with stopping the film at appropriate points to review the presentation at those points and ask a brief question to ensure that the midshipmen are assimilating and incorporating the material as the instructor deems necessary. This phase of assimilation is generally critical. That is, the students are not really evaluating the rightness or wrongness of what they are seeing but are busy taking in the information. Hence questions should be limited to clearly observable actions rather than an evaluation of what is going on. The instructor's job at this point is to make sure that the students are incorporating the facts as they are being presented. Too hasty a jump to evaluation questions at this point may spoil the student's attention to details upon which he will later need to draw conclusions.

Production, as a step in the depth core discussion unit, is a clearly defined process where the students, either individually or collectively, complete an assigned task which can later be evaluated. The choice of the word "production" is deliberate, since too often a discussion group dissolves into a verbal free for all, with people merely talking off the top of their heads with no special end in sight. There may be some emotional release but unless the energies of the discussion are channeled to specific conclusions or products the hour is wasted. In some cases the student may write a summary of findings, may compile steps of a plan or reach a carefully worded conclusion that everyone agrees to. If there is a minority dissent then this option should be carefully articulated and put forth. Under no circumstances should a depth core discussion begin without a clear notion of the product that is to come out.

Evaluation can only take place if there is a product to assess. While questionnaires may be used to find student attitudes about what has been learned or presented, evaluation is somewhat fraudulent if the conclusion is something vague like, "We had a real good discussion." This point is especially pertinent if the instructor wishes to use these depth core sessions for grading purposes as a supplement to administrative tests. If the student does not understand what is expected in terms of a product and how it will be evaluated, then he might come to the conclusion that his grade may be based on nothing more than his ability to aggressively dominate the discussion.

The guidelines for evaluation should follow the lines of the objectives as stated in the syllabus for each depth core. The methodology can be discretionary in that it is not necessary to test these objectives with a quiz or test unless the instructor so chooses. A brief paper, summarizing, in an essay form, some critical points of the discussion, is one of the best methods of evaluating the effectiveness of a depth core. It also gives, the midshipmen practice in integrating their own concepts in an organized manner.

GRADING PROCEDURES

It is highly desirable for the instructor to evaluate performance in depth core and assign grades that influence the final grade for the course. It is desirable because it is a clear communication to the student that depth core sessions are valued enough to be weighted for grades, and because in this course, the midshipmen should be reminded that cognitive learning alone does not make a leader.

But the utmost caution should be used in determining the rationale for the grade. The most important determiner is the amount of time spent on depth core activities. The individual instructor should establish a clear policy on the influence that depth core will have on grades. Since the student will be spending about seven hours a week on regular core material, it would be improper for bi-weekly depth core of one hour to be overweighted. In general unless a depth core is held almost every week, 10 or more sessions, it should not be used to raise or lower a midshipman's grade by a full letter. A suggested weighting system is: the percentage of total elapsed time for depth core [preparation and participation] over the total number of hours [100-110] spent on the course would yield the maximum percent of final grade impact. Thus, 20 hours spent in depth core would yield about 20 percent of the final grade.

In addition students, should receive feedback soon after the actual depth core meeting so they can keep records on their performance. If grades are going to be given for oral participation, the quality and the quantity should be stipulated before hand. To avoid grades based on mere talkativeness, it is recommended that grades for oral participation be given on the basis of their leadership contributions. Hence the student who briefly summarizes a complex problem and suggests a course of action or solution which others concur is workable, should be graded appropriately. The talker should be reprimanded and reminded that ego inflating rhetoric is not wanted. Under no circumstances should the students be lead to believe that depth core is a bull session where everybody speaks a piece of his mind, airs his views, and nothing is resolved.

DEPTH CORE # 1

PERCEPTION AND LEADERSHIP

PART II

STATEMENT OF INTENT

The whole focus of Part Two is not an attempt to impart a rigorous study of psychology, but rather to make a future Junior Officer aware of leadership problems that stem from the psychology of individual behavior. In the various segments of Part Two the midshipman studies how principles of learning, neurotic behavior, motivation, attention and perception are interwoven in leadership problems that involve people. The young officer is likely to find the above principles at work whenever he has to solve a problem involving the testimony of other people. He must become aware that his individual perception of why something has gone wrong, or whether an order was clearly stated, will have a tremendous impact on his ability to take necessary and effective action. The general purpose of this depth core, therefore, is to make the midshipman dramatically aware of the subtleties of personality that will bias testimony.

OBJECTIVES OF PRESENTATION

More specifically the midshipman will be made aware that:

1. The leader should appreciate biases or frames of reference in others.
2. The leader will develop an appreciation for the existence of his own frame of reference, which, however involuntarily it operates, detracts from his ability to be truly detached and objective.

APPROACH TO PRESENTATION

In this depth core the Midshipmen will have an opportunity to view and discuss how the communication process is affected by perception. They will first view a film showing an interchange between an officer and an enlisted man. Later there will be a discussion of how perception affected the interchange and how the officer could best deal with the situation, taking into account the various problems of perception.

The instructor should give the Midshipmen the Student Handout before showing the film, so that they may use it for reference during the discussion. Also, before showing the film, he should ask the students to pay particular attention to the role of perception in this interchange.

STUDENT HANDOUT

THE SITUATION

LTJG Malcolm Riley has been assigned as division officer for the data processing unit at an east coast installation. LT Riley, a recent graduate of post graduate training in computer sciences is extremely anxious to prove his worth by maximizing the efficiency of the data processing installation with his newly acquired systems knowledge.

Under him is a chief petty officer with many years experience in administrative type activities. CPO Clement Halsom has only recently acquired some computer training, although he did have some extensive experience with TAB equipment such as key punch duplicators and verifiers. CPO Halsom is essentially the unit operations officer with 10 enlisted men as operators and programmers for the installation. When LT Riley first took over, he reviewed the personnel files of his men to determine which ones might have previous data processing experience, and who might qualify for further training to implement some of Riley's own concepts for state of the art data processing. He singled out three who had had some college background, electronic training and some prior experience as programmers as civilians.

LT Riley discussed some of his plans with CPO Halsom and gave to the CPO the responsibility of locating all inefficient and wasteful practices which slow down the throughput of data in and out of the center. At that time he pointed out to Halsom the three enlisted men whom he was considering for selection for upgrading and further training. CPO Halsom was particularly quiet when asked for his comments on the three enlisted men. And when Halsom did not ask for further clarification on throughput problem areas, LT Riley assumed that his directive was quite clear.

Riley had planned on reporting to his superior, CAPT Rutherford, with a complete briefing on his projected plans for upgrading the EDP center and made the appropriate appointment. Three days prior to his briefing with his superior he calls in CPO Halsom and asks for a progress report on the problem areas in the center.

The Meeting

(Script)

The scene is an office. LTJG Riley is seated at his desk reading. There is a knock on the door. He looks up.

LTJG RILEY: Come in.
Oh Chief, I've, ah, been wanting to talk to you about the problems that you've been having with this report.

CPO HALSOM: The problems - the real problem with this operation is that these programmers think they know everything and they are afraid to do any real work.

LTJG RILEY: Well, who are these people who are non-performers?

CPO HALSOM: As a matter of fact, sir, those three enlisted men you pointed out to me, Sisca, Dunn, and Bradshaw are really major obstacles to any kind of work around here, sir.

LTJG RILEY: Well, Chief, specifically what is it that they do that is so obstructive?

CPO HALSOM: Well, I'll give you an example. Even before you came they were complaining about the old equipment we had here and bugging me to push for more new fangled gadgets. If the reports were delayed, or outputs, they blamed the equipment when the fault was usually their trying to write cute and sophisticated routines that the machines just weren't capable of handling. Well, after you talked to them several weeks ago, they began to add even more pressure,commenting, "finally the data processing sign over the door won't be a fraud anymore." Sir, I've had more bouts in my 5 years here with people trying to get miraculous results out of these machines than I care to think about.

LTJG RILEY: Is this all by way of report you have to give me? I had expected and had promised Capt. Rutherford a detailed systems analysis of problem areas with this operation. And all you have to tell me is that you have to put up with a bunch of smart alecks. How can I be expected to justify the outlay of funds without detailed justification? I had relied upon you as the man most knowledgeable to give me such a comprehensive analysis.

CPO HALSOM: Capt. Rutherford is new here also, isn't he, sir?

LTJG RILEY: Well yes, but what does that have to do with it, Halsom?

CPO HALSOM: When you asked me three weeks ago, and I think I'm quoting you directly, for, quote, "inefficiencies in throughput", I thought you were talking in terms of people. If the jobs aren't getting done, it's the people who don't do the jobs. I responded

> to your request the best way I knew how. You never used the term systems analysis. If your directive was to find inefficient central processor use, you not only have the wrong man, I think you are looking at it from the wrong point of view. The jobs have always gotten done when you had the right people to do them. People who aren't afraid to work. Organizing people is more important than organizing machines, bits, bites, or whatever you call them. Is there anything else, sir? I have a job to do.

Riley's temper was under control but only barely. For the first time, he thought he was about to lose his cool and explode at the man that he desperately needed to keep whatever efficiency of operations that existed.

He recalled CAPT Rutherford's comments when he had taken on the job as head of the data processing center. Rutherford was not very complimentary about Halsom's performance and had said that there were too many jobs, but that the data processing center should have been able to handle them, though Halsom never quite seemed to get them through on time.

Riley looked across the desk at Halsom who seemed a little more content now that he had said his piece. Riley began talking.

DISCUSSION QUESTIONS AND RESPONSES

The instructor or the discussion leader should not allow the group discussion to center on the mechanism of adequate communication or on rank and authority. These are side issues to an emotionally explosive situation where a discussion on a seemingly inert collection of machines is turned into an extremely challenging confrontation. The whole point of Part Two is that a knowledge of individual behavior will help to explain why people act the way that they do. Some of the following questions can be used to direct the discussion.

1. Is Halsom telling the truth?

[suggested answer: Halsom is telling the truth. He perceives his own role as that of a man who is forced to work at high levels of expectancy with a minimum amount of praise from the top and a minimum amount of direct support from subordinates.]

2. Why is Halsom's estimate of his performance different from CAPT Rutherford's view?

[suggested answer: I am sure that Halsom is surprised that the job gets done at all considering what he feels he has to put up with. CAPT Rutherford, from his rather olympian view point, may not like the style and appearance of Halsom's work. CAPT Rutherford probably objects to the lapses in the schedule without a true appreciation (in Halsom's eye) of what the job truly requires.]

3. Should LT Riley's response, in large measure, be based upon Halsom's competence to assess the situation realistically?

[suggested answer: It seems that Riley would be in error to dismiss Halsom's assessment of the situation since it is firmly and deeply held on to. Riley, however, would be in even greater error if he were to accept Halsom's assessment as the total picture. In other words, while he can not dismiss Halsom's assessment, Riley must make a clear distinction between Halsom's view and Halsom's ability to see a broader view.]

4. If you were Riley, how would you respond to the very formal hostility of Halsom?

[suggested answer: Since I don't think this formal hostility could be changed very quickly, it should be generally ignored. Halsom is obviously angry that he is again being reamed out for conditions that he has no control of, yet is responsible to effect results despite the conditions.]

5. To what extent is Riley capable of seeing some of his own biases if there are any?

> [suggested answer: It is doubtful that Riley can see any of his own predispositions. He is "extremely anxious to prove his worth." He is "gung ho" and generally likes to think that he is a young man on the way up. Overall he is blind. This does not prevent him from acting although it does raise another question. Is he morally responsible for his inability to understand other people?]

6. Is Halsom's perception of what is wrong justified?

> [suggested answer: As in response to question one, his perception is justified. Unfortunately, it is not the total picture.]

7. Why is the perception of the three enlisted programmers with previous civilian experience so provocative?

8. What is their probable perception of Halsom's capability?

> [suggested answer: This should be fairly obvious. The three programmers with previous experience probably look on Halsom as something of an old

fool who can not match their own expertise. Halsom reinforces their negative viewpoint because he is so easily threatened by their remarks.]

9. How can one change another person's perception of what is happening? Despite this encounter, should Riley tell CAPT Rutherford that Halsom is quite competent? Should Riley go to Sisca, Dunn and Bradshaw and demand that they be less critical? Involved in all this are leadership decisions that are not easily made because no one can agree on what really is happening.

10. What are some of these decisions and what recommendations do you, as a roommate perhaps, make to Riley? He has a two year stint ahead of him and must learn to work with Halsom.

[suggested answer: Riley could make a great contribution with his relationship to Halsom by suggesting that he, Riley, talk to CAPT Rutherford about the problem that he, Halsom, faces on a day to day basis. Riley should not approach the three enlisted men and demand that they be less critical since he would be clearly undermining any authority that Halsom would have. In general, the best way to alter another's perception regardless of what you may think of it is to say, "Yes, you are absolutely right and I understand how you would feel. Let's see how we can improve the situation for in addition to what you tell me which is serious enough, there is this additional problem." What is being attempted here is not to deny the other's perception but to move his frame of reference into another sphere.]

11. Is there a possibility that Halsom's attitude might be summed up with the comment "Division officers come and division officers go, but I run the shop."?

[suggested answer: There is a clear possibility that he has this attitude and it may be justified. If he seems a bit arrogant toward superior officers, it has a quality of pride in doing a job well. Solution: The suggested response in questions nine and ten seem to be the most desirable method of handling the problem. Realistically, however, Riley most likely is incapable of seeing this as a solution and would probably resort to the exercise of his formal rank and authority and position to bully Halsom.]

EVALUATION PROCEDURES

If grading is going to be used in conjunction with this depth core it is recommended that several questions listed under Discussion Questions and Responses Section be given to the students to construct in writing their own responses.

Another approach might use the objectives stated in an earlier section with the following questions.

1. To what extent can a leader appreciate his own bias or frame of reference in other people?
2. Discuss the practical implication of the following statement, "Every leader has his own frame of reference which, however involuntary it operates, will detract from his ability to be truly detached and objective."

DEPTH CORE # 3

LEAVITT-MUELLER EXPERIMENT

PART IV

STATEMENT OF INTENT

Communication is fundamental to leadership. Regardless of a leader's other attributes, if he is unable to communicate with his subordinates and his fellow officers, he is ineffective as a leader. The organization can accomplish its mission only when its leader is able to ensure effective communication to and within the organization. Part Four, Achieving Effective Communication, is intended to enable you to understand the process of communication and hence help you to become a capable leader.

Communication is a process whereby information is sent to one or more persons in order to achieve a common understanding about some situation, object, or event. The individual transmitting the information may be called the sender, and the individual receiving the information may be called the receiver.

The purpose of this exercise is to introduce to you some basic concepts of communication. The experiment you are about to perform among yourselves will examine the effects of an important element of communication: Feedback.

Feedback is the primary condition separating interpersonal communication from general communication. Feedback is a process by which the sender of a message receives some information about the effect of his message on the receiver. Interpersonal communication maximizes the opportunity for interaction between sender and receiver by allowing the receiver to provide feedback to the sender during the transmission of information. Feedback has the effect of allowing the sender to modify his communication, based on his knowledge of the outcome of his original communication.

Important experiments dealing with feedback were conducted in 1951 by two psychologists, Harold Leavitt and Ronald Mueller. These researchers were interested in examining the effects of different levels of feedback on the accuracy of transmission of a message. To test their hypotheses, they devised two experiments in which it was the sender's task to describe orally and as accurately as possible an abstract pattern.

The receivers' task was to reproduce the pattern on paper. The object of the first experiment was to determine how accurately the receivers could reproduce the patterns while working under one of four conditions of feedback. These four conditions were:

1. Zero feedback, in which instructors sat behind a movable blackboard to describe the patterns. No questions or noises were permitted from the receivers.
2. Visible audience condition, in which the receivers and sender could see one another but no speaking by receivers was allowed.

3. A yes-no condition, in which the visible audience was permitted to say only yes or no in response to questions from the sender.

4. A free feedback condition, in which receivers were permitted to ask questions, interrupt, etc.

In a later set of experiments, Leavitt and Mueller compared the two extreme conditions, free feedback and zero feedback, over a long series of trials. The results of these experiments bore out the trend of the first set. The two sets of experiments, in short, showed that there was a continuum from one extreme condition to the other. The experiment you are about to conduct will take this continuum into account by using three groups of subjects. Each group will work under one of the following conditions:

Group A - Zero feedback,

Group B - Visible audience,

Group C - Free feedback.

You will learn more about these conditions as you conduct the experiment. Your instructor will now divide the class into groups A, B, and C. He will also designate which of you are to act as senders and which as receivers.

OBJECTIVES OF PRESENTATION

The student will be able to demonstrate by participating in a form of the Leavitt-Mueller experiments that the accuracy and confidence of communications are a function of the degree of feedback allowed.

APPROACH TO PRESENTATION

To The Instructor

This booklet contains the materials for a depth core which will be given in conjunction with Part Four, Segment I. It is accompanied by a diagram. At least six students should take part in this depth core. The following apparatus should be set up before the class meets.

The class should be divided into three equal groups. Each group should have a table. One of the tables should have a high opaque barrier, dividing it into two sections. The other two tables should have low opaque barriers so that when senders and receivers are seated they cannot see each other's work. The three tables are to be labeled A, B, and C, respectively.

After the class has met and read the introductory material in this booklet, pages 3 through 5, the instructor must:

1. Divide the class into three equal sections.
2. Designate the sections as Group A, Group B and Group C.
3. Choose one student from each group to act as the "sender" of communication in the experiment. The remainder of the students in each group will be receivers.
4. Issue all materials necessary for carrying out the experiment; i.e., the diagram to the senders, and blank sheets of paper and pencils to the receivers.

5. Instruct:

   Sender A to turn to page 6
   Receivers A to turn to page 9
   Sender B to turn to page 11
   Receivers B to turn to page 14
   Sender C to turn to page 16
   Receivers C to turn to page 19

6. Send Group A to table A, Group B to table B and Group C to table C, instructing the sender in each group to sit on one side of the table and the receivers to sit on the other side of it. Tell the students to notify you when they have completed the experiment and filled out the questionnaires.

7. When all the class members have finished, collect all drawings, keeping them sorted into the three groups. Devote the remainder of the class time to an analysis of the results of the experiment.

8. Using the diagrams provided, determine which drawings in each group are the most accurate.

STUDENT HANDOUT

LEAVITT-MUELLER EXPERIMENT

INSTRUCTIONS FOR SENDER A

(Zero Feedback Condition)

Sit down at table A on one side of the opaque barrier, and make sure that all the receivers are seated on the other side.

You are now going to participate in an experiment which entails working under zero feedback conditions. Your task is to describe the diagram on page 45 as accurately as possible, so that the group of receivers on the other side of the barrier will be able to reproduce the diagram solely on the basis of your verbal communication. No feedback from the receivers will be allowed; that is, receivers may not ask questions, make comments, or interrupt the communication in any way. Therefore, make your instructions as clear and explicit as possible.

Now, go through the following steps:

1. Place the diagram in front of you.
2. Read the following instructions aloud: "I am now going to describe a diagram showing some geometric figures. Please try to reproduce it on your blank sheet as accurately as you can. You may not, under any circumstances, interrupt my communication or ask questions."
3. Note the time and write it down in the top right-hand corner of the diagram.

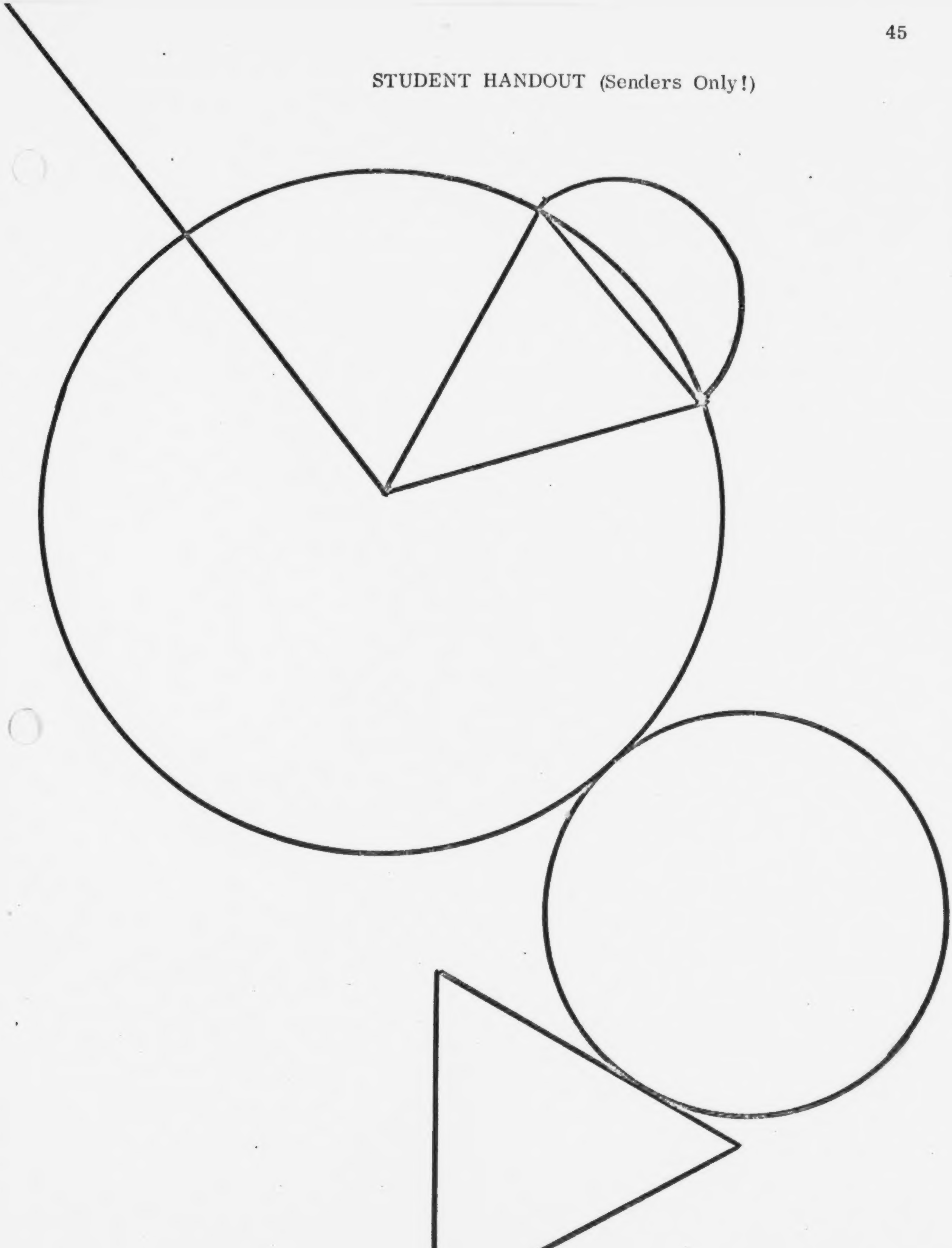
4. Describe the diagram.

5. Note at the top of the diagram the time at completion of the description.

6. Say aloud:
"Please turn to page 10, and fill out the questionnaire. After you have completed it, I will show you the diagram which I have in front of me."

7. Fill out your own questionnaire on the following page while the receivers are filling out theirs. When everyone has finished, and you have shown the diagram, the three groups should move together for discussion.

STUDENT HANDOUT (Senders Only!)



STUDENT HANDOUT

LEAVITT-MUELLER EXPERIMENT

QUESTIONNAIRE FOR SENDER A

(Fill out after experiment and before seeing receivers' reproductions)

1. How confident are you in the accuracy of your communication?
    a. No confidence at all
    b. Fairly confident
    c. Very confident
2. How confident are you that the receivers were able to reproduce the diagram accurately?
    a. No confidence at all
    b. Fairly confident
    c. Very confident
3. Were you frustrated in attempting to communicate with your receivers?
    a. Highly frustrated
    b. Somewhat frustrated
    c. Almost never frustrated
4. How much time did the communication take to complete?__________
5. Do you have any other comments?

STUDENT HANDOUT

LEAVITT-MUELLER EXPERIMENT

INSTRUCTIONS FOR RECEIVERS A

(Zero Feedback Condition)

You are now going to participate in an experiment which entails working under zero feedback conditions. Your task will be to reproduce a diagram showing some geometric figures solely on the basis of the verbal description of the sender on the other side of the opaque barrier. The sender is not allowed to receive feedback from you; that is, you may not ask questions, make comments, or interrupt the communication in any way.

1. Write Group A at the top of the blank sheet you have been given by your instructor.
2. Wait for instructions from your sender.

STUDENT HANDOUT

LEAVITT-MUELLER EXPERIMENT

QUESTIONNAIRE FOR RECEIVERS A

(Fill out after experiment and before looking at original diagram).

1. How accurately do you think the description of the diagram was communicated to you?
    - a. Poor accuracy
    - b. Fair accuracy
    - c. Good accuracy
2. How confident are you in the accuracy of your reproduction?
    - a. No confidence at all
    - b. Fairly confident
    - c. Very confident
3. Were you frustrated in your attempt to understand the sender's communication?
    - a. Highly frustrated
    - b. Somewhat frustrated
    - c. Almost never frustrated
4. Do you have any other comments?

STUDENT HANDOUT

LEAVITT-MUELLER EXPERIMENT

INSTRUCTIONS FOR SENDER B

(Visible Audience Condition)

Sit down at table B on one side of the opaque barrier, and make sure that all the receivers are seated on the other side.

You are now going to participate in an experiment which entails working under visible audience conditions. Your task is to describe the diagram of some geometric figures accurately as possible, so that the group of receivers on the other side of the barrier will be able to reproduce the diagram solely on the basis of your verbal communication. Under this condition only minimal feedback is allowed, that is, you may see the receivers' faces and they may see yours. However, the receivers may not ask questions, make comments, or interrupt the communication in any way. You should not be able to observe the receivers' work. Therefore, make your instructions as clear and explicit as possible.

Now go through the following steps:

1. Place the diagram in front of you.
2. Read the following instructions aloud: "I am now going to describe a diagram of some geometric figures. Please try to reproduce it on your blank sheet as accurately as you can. You may not, under any circumstances, interrupt my communication or ask questions."

3. Note the time and write it down in the top right-hand corner of the diagram.

4. Describe the diagram.

5. Note down the time at completion of description at top of the diagram.

6. Say aloud:
   "Please turn to page 15, and fill out the questionnaire. After you have completed it, I will show you the diagram which I have in front of me."

7. Fill out your own questionnaire on the following page while the receivers are filling out theirs. When everyone has finished, and you have shown the diagram, instruct the group to return to the others for discussion.

STUDENT HANDOUT

LEAVITT-MUELLER EXPERIMENT

QUESTIONNAIRE FOR SENDER B

(Fill out after experiment and before seeing receivers' reproductions)

1. How confident are you in the accuracy of your communication?
   - a. No confidence at all
   - b. Fairly confident
   - c. Very confident
2. How confident are you that the receivers were able to reproduce the diagram accurately?
   - a. No confidence at all
   - b. Fairly confident
   - c. Very confident
3. Were you frustrated in attempting to communicate with your receivers?
   - a. Highly frustrated
   - b. Somewhat frustrated
   - c. Almost never frustrated
4. How much time did the communication take to complete?_______
5. Do you have any other comments?

STUDENT HANDOUT

LEAVITT-MUELLER EXPERIMENT

INSTRUCTIONS FOR RECEIVERS B

(Visible Audience Condition)

You are now going to participate in an experiment which entails working under visible audience conditions. Your task will be to reproduce a diagram of some geometric figures solely on the basis of the verbal description of the sender on the other side of the opaque barrier. Although you may see the sender's face and he may see yours, you may not ask questions, make comments, or interrupt the communication in any way.

1. Write Group B at the top of the blank sheet you have been given by your instructor.
2. Wait for instructions from your sender.

STUDENT HANDOUT

LEAVITT-MUELLER EXPERIMENT

QUESTIONNAIRE FOR RECEIVERS B

(Fill out after experiment and before looking at original diagram.)

1. How accurately do you think the description of the diagram was communicated to you?
    a. Poor accuracy
    b. Fair accuracy
    c. Good accuracy
2. How confident are you in the accuracy of your reproduction?
    a. No confidence at all
    b. Fairly confident
    c. Very confident
3. Were you frustrated in you attempt to understand the sender's communication?
    a. Highly frustrated
    b. Somewhat frustrated
    c. Almost never frustrated
4. Do you have any other comments?

STUDENT HANDOUT

LEAVITT-MUELLER EXPERIMENT

INSTRUCTIONS FOR SENDER C

(Free Feedback Condition)

Sit down at table C on one side of the opaque barrier, and make sure that all the receivers are seated on the other side.

You are now going to participate in an experiment which entails working under free feedback conditions. Your task is to describe the diagram of some geometric figures as accurately as possible, so that the group of receivers on the other side of the barrier will be able to reproduce the diagram solely on the basis of your verbal communication. While you are communicating, the receivers may ask questions, make comments, and otherwise interrupt you in order to gain a clearer understanding of your message. You may answer all questions in order to clarify your message.

Now, go through the following steps:

1. Place the diagram in front of you.
2. Read the following instructions aloud:
"I am going to describe a diagram showing some geometric figures. Please try to reproduce it on your blank sheet as accurately as you can. You may ask me any questions, make comments, or otherwise interrupt me if you need any clarification."

3. Note the time and write it down in the top right-hand corner of the diagram.

4. Describe the diagram.

5. Note the time of completion of the description at the top of the diagram.
6. Say aloud:
"Please turn to page 20, and fill out the questionnaire. After you have completed it, I will show you the diagram which I have in front of me."

7. Fill out your own questionnaire on the following page while the receivers are filling out theirs. When everybody has finished, and you have shown the diagram, instruct the group to rejoin the others for discussion.

STUDENT HANDOUT

LEAVITT-MUELLER EXPERIMENT

QUESTIONNAIRE FOR SENDER C

(Fill out after experiment and before seeing receivers' reproductions)

1. How confident are you in the accuracy of your communication?
    - a. No confidence at all
    - b. Fairly confident
    - c. Very confident
2. How confident are you that the receivers were able to reproduce the diagram accurately?
    - a. No confidence at all
    - b. Fairly confident
    - c. Very confident
3. Were you frustrated in attempting to communicate with your receivers?
    - a. Highly frustrated
    - b. Somewhat frustrated
    - c. Almost never frustrated
4. How much time did the communication take to complete?________
5. Do you have any other comments?

STUDENT HANDOUT

LEAVITT-MUELLER EXPERIMENT

INSTRUCTIONS FOR RECEIVERS C

(Free Feedback Condition)

You are now going to participate in an experiment which entails working under free feedback conditions. Your task will be to reproduce a diagram of some geometric figures solely on the basis of the verbal description of the sender on the other side of the opaque barrier. If you do not understand any of the sender's instructions, you may ask questions, make comments and interrupt his communication in order to get a better understanding of the message.

1. Write Group C at the top of the blank sheet you have been given by your instructor.
2. Wait for instructions from your sender.

STUDENT HANDOUT

LEAVITT-MUELLER EXPERIMENT

QUESTIONNAIRE FOR RECEIVERS C

(Fill out after experiment and before looking at original diagram.)

1. How accurately do you think the description of the diagram was communicated to you?
    a. Poor accuracy
    b. Fair accuracy
    c. Good accuracy
2. How confident are you in the accuracy of your reproduction?
    a. No confidence at all
    b. Fairly confident
    c. Very confident
3. Were you frustrated in your attempt to understand the sender's communication?
    a. Highly frustrated
    b. Somewhat frustrated
    c. Almost never frustrated
4. Do you have any other comments?

DISCUSSION QUESTIONS AND RESPONSES

To The Instructor

Before the discussion:

1. Copy the following chart on to the blackboard.
2. Place a different colored chalk at the base of each column (A, B, and C).

		Group A	Group B	Group C
Accuracy of drawing	GOOD			
	FAIR			
	POOR			

		Group A	Group B	Group C
Confidence in accuracy of communication	GOOD			
	FAIR			
	POOR			
Confidence in accuracy of reproduction	GOOD			
	FAIR			
	POOR			
Degree of Frustration	HIGH			
	MEDIUM			
	LOW			

		Group A	Group B	Group C
Time				

3. On another part of the blackboard, display the most accurate drawing from each group. Label each with its group letter (A, B and C). Centered over these three drawings, display the original diagram.

In the class discussion:

1. Evaluate the three best drawings on the blackboard and rate them as either poor, fair or good. Mark your rating on the blackboard chart.
2. With the help of the class, fill in the chart on the blackboard with the individual responses of Groups A, B and C.
3. Mark down in the respective columns the time spent by the sender on each communication.
4. Finally, tally up the check marks in each box in the chart.

The following information may be given in lecture form, or the class members may read it from the booklet. A third method would be to use the text as the basis of a two-way, question-and-answer discussion.

EVALUATION PROCEDURES

Having completed the experiment, we may now discuss the results and compare them with the findings of Leavitt and Mueller. First of all, your instructor will fill in the chart on the blackboard in the same way that you filled out your individual questionnaire.

You will have noticed while you were filling out the chart on the blackboard that there are five important elements of communication which have been dealt with in this experiment. These elements are:

1. Accuracy of the reproduction.
2. Confidence of the sender and receiver in the accuracy of the communication.
3. Confidence of the sender and receiver in the accuracy of the work.
4. Emotional reactions generated by the particular conditions of the communication.
5. The time required to complete the communication.

Let us examine each of these elements separately.

1. First consider accuracy. Compare the best reproduction of the diagram made by the receivers of Group A, Group B and Group C with the original diagram. Which reproduction is the most accurate?

Now compare your results with the findings of Leavitt and Mueller: The free-feedback reproduction of receiver C is the most accurate, and the zero feedback reproduction of receiver A the least accurate.

2. Now compare the answers of the senders and receivers of all three groups to question one. Which senders and receivers had the most confidence in the accuracy of the communication, and which thought their communication was the least accurate?

Compare your results with the findings of Leavitt and Mueller: The participants in the free-feedback condition, which resulted in the most accurate communication, also thought their communication was the most accurate.

3. Let us examine question two of your questionnaire. Compare the answers of the three groups. How confident were you in the accuracy of your work? Under which conditions were the senders and receivers the most confident? Under which condition were you the least confident?

4. Now consider the factor of emotion. Compare the answers of the three groups to question three.

If your findings were the same as Leavitt and Mueller's, you can see that the zero-feedback condition produced a great deal of frustration and even hostility. The visible audience condition produced less frustration, and the free-feedback condition almost none.

One interesting finding of the Leavitt-Mueller study was the hostile behavior of some individuals who participated first as receivers in the zero feedback conditions, and then as receivers in the free-feedback situation. Under the free-feedback condition, these individuals often utilized their opportunities to speak by speaking aggressively and with hostility.

5. The last factor covered in this experiment is the time needed to complete the communication. Compare the time needed for the communication by senders A, B, and C. Which took the least time?

If your results agree with Leavitt and Mueller, you will see that the free-feedback communication takes the longest time, while the zero feedback communication takes the least amount of time to complete.

Let us now try to come to some overall conclusions about the relationship between the different elements of communication and the conditions of feedback. This relationship can be summarized in five short sentences.

In direct proportion to the amount of feedback allowed:

1. Accuracy of communication improves.
2. Sender's and receiver's confidence in the accuracy of the communication improves.
3. Sender's and receiver's confidence in the accuracy of work improves.
4. Frustration due to inability to get clarification diminishes.
5. The time needed to complete a communication increases.

DEPTH CORE # 4

ACHIEVING EFFECTIVE COMMUNICATION

PART IV

STATEMENT OF INTENT

Part Four, borrowing from information theory, organizes the principles of effective communication around the elements of communication systems including encoding, sender and receiver, and feedback. The purpose of this depth core is to explain some of the stylistic aspects of communication as they pertain to written communication. The basic point is that the Junior Officer, often called upon to draft letters in response to external requests for information or complaints, can organize his response by choosing some fundamental principles of style. In addition, in preparing these responses the M is forced to consider the voice and tone of the initial letter, the voice and tone of his response, and the probable reaction that such aspects of style will evoke in the reader.

OBJECTIVES OF PRESENTATION

1. The M will learn that voice and tone is, at times, more important than the substantive matter in the letter.

2. The M will be able to discriminate, or exercise judgment in, weighing the relative gravity of a letter and respond appropriately.

APPROACH TO PRESENTATION

The students will be given two letters which call for their response. The letters may be presented in the student handout, or by means of the film, according to the instructors discretion.

The class time will be devoted to discussing the letters and how they should be responded to. The students' individual responses, written as homework after the class, may then be used by the instructor to evaluate how well the class discussion was assimilated.

While this is not intended to be an exercise in english composition, the instructor should make some distinctions relative to elements of english style. The concepts of voice, tone, and diction should be clearly delineated.

In one sense "voice" is the person who is talking. In other words it makes a difference if a letter from a company officer at the Academy says, "I will do everything I can..." as opposed to, "USNA will do everything it can..." Obviously in one the company officer is speaking and in the second the USNA is speaking. But there is an additional aspect, the voice in written work has the additional notion of point of view. "Point of view" does not refer to attitude but more exactly to position of the writer toward the subject he is talking about. In this sense voice reflects the distance or level of perception and implicitly power. For example, a Chaplain may write, "I have worked very closely with your son...", or he may write "Your son's concern has been carefully considered by those members of the staff which could be of much assistance..." In the first the point of view or distance is quite close. The voice is personal. In the second the voice is more impersonal and the point of view or distance is almost remote. The point obviously is that the writer, in preparing the response to a letter has some options in choosing voice and point of view to create the kind of letter he wants.

The second item of style is tone. Tone is defined here as attitude toward the subject at hand and indirectly toward the person who is reading the letter. The company officer who writes, "Your allegation of misconduct by..." is expressing an attitude toward the audience as well as toward subject matter he is writing about which is quite different from that expressed in, "Your suggestion of impropriety within the USNA..." The latter is telling the reader that he has rather underhandedly slandered the Academy. The former suggests the writer was a legal fool.

Both voice and tone are controlled by "diction" which is defined here as choice of words. The choice of words determines the overall tone and attitude of a letter primarily because of the implicit connotations that are associated with certain words. While it is not the intention of this depth core to train skilled writers, the Midshipmen should become aware of the vast implications of diction toward explaining why a letter "sounds right" or "sounds wrong".

STUDENT HANDOUT (SCRIPT)

(For use in conjunction with film)

Effective communication is oftentimes made possible by the appropriate use of style. We define style here as the manner in which you say whatever you wish to communicate, including, of course, the emotional overtones. You will be presented with two communications - they will be letters. You must respond to them in the way that you best see fit. These letters have been composed to reflect the need for urgency in response as well as your requirement for tact and care. Before actually writing your responses to these communications, decide for yourself what attitudes you wish to convey about the subject or issue at hand, as well as what attitudes you wish to convey to the authors. Remember that your point of view, style, and attitude that you want to include will be determined by diction or word choice, your tool for controlling and shaping that part of the communication.

(Continued)

SAMPLE LETTER ONE

Dear Admiral Calvert:

I am writing directly to you because of my great concern about information that has been coming to me from my son, a Plebe in the Sixteenth Company.

When he first started to talk about harassment from upperclassmen, I dismissed his initial complaints as being those of a typical young man away from home for the first time. And, I understood that part of the training for a naval officer consists of discipline in its best form.

Recently, however, his letters home have caused me to become somewhat concerned and indeed alarmed. In substance, he tells me that a small group of Midshipmen have banded together as an almost secret fraternity. This group is extremely right-wing oriented and apparently is a throwback to the America for Americans movement of the 30's. This group spends much of its time in purposefully harassing members of any minority or ethnic group. Other Midshipmen whose names seem to be of Jewish extraction, or of Spanish-American descent are the particular targets of this organization, which by the way is called the Tars.

I was shocked that such an organization could even exist at the Academy and there is some reason to believe that it has the quiet support of some faculty and staff members. My son reports that some officers turn the other way when some of the Tars are in action.

I have spoken to my husband about this and he suggests that I write our Congressman but I thought I would communicate this to you first. Hopefully there will be a full investigation that will clear up any doubts that may linger. Such action seems particularly important since I would want to be able to satisfy the questions raised by our regional chapter of the American Civil Liberties Union with whom I have discussed this problem.

Sincerely,

(Mrs.) John Fremont Moore

(Continued)

You have just seen, observed and listened to the concerns of one person. You will now be asked to look at the concerns, as they are expressed in a letter, from a different point of view, and will see what you may want to do to cope with that situation.

SAMPLE LETTER TWO

Dear Admiral Calvert:

I am responding to your suggestion made recently at Parents Weekend to communicate directly with you if there is any question or problem that we may have.

I am particularly concerned with the newspaper accounts of marijuana and dope being readily available in the Annapolis area and I'm wondering what effect this may have on the Midshipmen's freedom to leave the Academy grounds.

I have spent the last twenty years in the ministry and have taught my son the path of righteousness and the way of the Lord. I am therefore nervous, to say the least, lest all my work be undone by the degenerates who may prey on my son outside your gates. To put it very strongly, I urge you to demonstrate that no evil can befall a Midshipman while he is in town, and this evil clearly refers to drugs and vice. If you can give me no guarantee then for the moral safety of my son and other Midshipmen, the City of Annapolis should be off limits at all times.

I will keep in close contact with my son who will report any incident which will indicate that a Midshipman is falling away from the ways of holiness.

Yours in the Lord,

John J. Mahoney
Pastor, Church of Our Lord

(Continued)

The communications that you have just observed and listened to may seem unrealistic to you, yet at times situations exactly similar are going to occur in your career. Your decision on how best to handle them, what emotional overtones you wish to convey in your responses, will have great importance for you. The ability to respond sensibly and sensitively, to achieve an effective and meaningful communication, will depend to a large measure on your ability to use the techniques of style, especially the concepts of diction as they apply to tone and point of view.

STUDENT HANDOUT

(For use if film is not to be shown)

ACHIEVING EFFECTIVE COMMUNICATION

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Sincerely,

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STUDENT HANDOUT

ACHIEVING EFFECTIVE COMMUNICATION

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Yours in the Lord,

John J. Mahoney
Pastor, Church of Our Lord

DISCUSSION QUESTIONS AND RESPONSES

Apart from the letters that the students will write either individually or by small groups, the following questions can be used as materials for discussion.

1. The mother of the midshipman is obviously concerned. But is there any reason to believe that she is not completely honest?

[suggested answer: There are some reasons to believe that she is devious since she lightly drops that bit about the American Civil Liberties Union at the end, clearly anticipating the impact and the implicit threat. In addition she claims complete confidence and understanding in the intentions of the Naval Academy training, but is quite willing to consider court action potentially through the ACLU.]

2. In responding to this letter what should the writer be especially concerned about?

[suggested answer: Apart from the findings of an investigation to see if such an organization exists and is doing the things stated, the responder should be exceedingly cautious lest he fan the fire that is being carefully ignited by the letter. Regardless of the impulse, any attempt to be condescending or even abrupt would be later used almost literally as evidence. On the other hand, if the responder empathizes with her concern that such actions might be taking place by dwelling on rights, and the evils of prejudice , there is an implication that such actions do in fact take place. The responder in general has to walk a very tight rope.]

3. The concerned mother seems to be deliberately enigmatic. Are there any other characteristics of her letter which might support this feeling?

[suggested answer: The fundamental question that her letter raises is her intention. There seems to be a willingness to pursue the public relations implications to these charges before her knowing all the facts. What she has in mind is really anybody's guess, although answering that question is critical. It may be her own peculiarities of style which give an impression she never intended to communicate.]

4. The question that the minister raises in such a direct fashion is indeed a concern of a vast majority of Americans who honestly feel that there is a moral crisis within our nation. To what extent will the responder's attitude towards moral issues such as the new sexual freedom help or hinder his ability to respond appropriately?

[suggested answer: If the responder considers himself a playboy swinger, he probably considers the minister's concern to be fatuous or, at least old fashioned. While the minister's concerns are deliberately exaggerated in the letter, the responder could easily imply his disdain and some contempt for the minister's point of view by making some vague reference to "normal behavior","growing up in the real world" or "things are different now".

5. The responders attitudes, we continue to stress, toward the person and issues he is addressing is of vital importance since they creep into whatever is written. Consider the following question: Does the minister have the right to demand that the Academy isolate the midshipmen from moral dangers?

[suggested answer: Whichever answer you give may not be that relevant. What is more important is that the minister thinks that the Academy has that obligation to protect the young men from moral evils. Negotiating that point is the central issue.]

6. Consider the following condition. A routine check has been made of the minister's son who casually drops the information that his father is the chief executive for a council of churches whose membership totals close to one million followers. Would that condition alter whatever the responder puts into the letter? and explain your answer.

[suggested answer: Yes, you might get away with calling one person a fanatical nut however implicitly but you may not want to try it on one million.

EVALUATION PROCEDURES

In responding to these letters the Midshipmen are essentially being asked to consider the audience of the original senders. In both cases the first impulse is to write brief, terse replies which would dismiss the charges and implicitly dismiss the original senders. But in both cases the letters must be able to demonstrate a sharing of concern above and beyond the accusations. The voice, point of view and tone must be such an integral part of the reply that the fundamental fears or antagonisms of the senders are alleviated. It may be noted that unless the replies fulfill these conditions, there is a clear possibility that the situations, however groundless, may become explosive.

The following letters were prepared by midshipmen during previous trials of this depth core. You may wish to evaluate them on the basis with which they comply, not literally to the requirements of point of view, tone and diction separately, but the degree to which the careful wording creates an almost subliminal message which accurately and considerately tells the reader that the problem is genuinely responded to.

Dear Mrs. Moore:

I was disturbed by your report of an extreme rightest group within the U. S. Naval Academy. Neither I, nor any of my immediate staff had any knowledge of the "Tars", but we are, never the less, instituting an inquiry into the matter. A group such as the Tars, could be a real threat to highly structured organization as the Academy and any discriminatory group, can not, and will not, be tolerated by the military or by myself in particular.

I must thank you for bringing this observation of an intolerable condition to my attention. I assure you that if the Tars or any other organized group does actually exist it will be uncovered and quickly disbanded. And if there is any faculty or staff members involved, the men will quickly be separated from their position and the Naval Academy.

Also, I will personally see that your son receives no harassment or personal embarrassment from any proceedings.

He will have done the Academy a great service in disclosing such an organized group within the Academy and he will be commended for his help and concern.

Thank you for writing to me first in an effort to investigate this matter so that it can be cleared up without creating a public scandal. I will keep you well informed on our progress in the investigation.

Sincerely,

James A. Calvert

Dear Pastor Mahoney:

I share with you a fear for the possible effects of marijuana and other harmful drugs upon your son and all other midshipmen. You are probably aware of the very strong opposition of all the service academies to all illegal drugs, but let me explain some of the efforts within our Academy to lead our men away from the evils of drugs. Our first, and strongest, deterrent is the immediate dismissal of any midshipman found using or in possession of any harmful drug. Secondly, our medical department conducts a continuous program teaching our men about the harmful effects of drugs. Although this program lacks the profound influence only a father can have on his son, you can be assured that your son is being taught by very concerned and capable men.

There are drugs available in Annapolis, as there are in almost every American city, but I don't believe that they are as prevalent as the newspapers indicate. We have no problem with the town people approaching midshipmen and offering drugs and even if your son was approached, by chance, I am sure he would pass up the temptation because of the fine training he has had at the Academy and at home.

I don't believe that there is enough danger to the midshipmen to warrant making Annapolis off limits. The effect on morale would be much greater than the slight possibility of any midshipmen becoming involved with drugs. If the situation grows worse I will certainly have to review my decision.

I appreciate your concern for your son and I hope I have helped to lessen your fears for your son being undone by the people of Annapolis.

Sincerely,

James A. Calvert

DEPTH CORE # 5

PREPARING A PLAN

PART V

STATEMENT OF INTENT

A Junior Officer will be required to serve in various administrative positions. Those necessary techniques in planning and coordinating have been taught in this course. The depth core suggested here will help to develop these skills by practical exercise. While the expression "learning by doing" is trite and overworn, it does contain a kernel of truth in suggesting that performance is usually the measure of cognitive or theoretical knowledge.

In the depth core the Midshipmen will have an opportunity to analyze and discuss a plan actually used in Academy routine. * Further, they will then be given the assignment** of formulating an original plan for another task based on the approved format. Model # 2 contains guidelines as to the appropriate format.

Model #1 selected portions of BRIGADE OF MIDSHIPMEN
OPERATION PLAN 1-70

Model #2 may be used at the discretion of the instructor.

It is a guide for writing a plan extracted from The Joint Staff Officers Guide, Armed Forces Staff College, Norfolk, Virginia; AFSC Pub 1.

** Assignment: based on Movement Order COMDTMIDN No: 77-71 (TEAM)

OBJECTIVES OF PRESENTATION

1. The Midshipman will be given a practical example of proper planning procedures. From this plan he will be expected to devise his own operational design in order to carry out the task.
2. Through the above exercise, the Midshipman will obtain a valid sense of orderliness and completeness by an enforced attention to detail.
3. The Midshipman will follow certain procedural standards that are necessary in developing a successful plan.
4. Because he is dealing with people, an appreciation for the human needs can be understood and factored into the plans.

APPROACH TO PRESENTATION

Planning is a well defined discipline that, like good management, manifests itself in the smooth accomplishment of a task, be it simple or complex. Discussion in this depth core should be started by the instructor's calling the students' attention to a schedule of the season's football games, both home and away. He can then ask the students to suggest how they would go about planning the football game routine for the brigade, what contingencies need to be considered, what steps need to be followed, what questions need to be answered, etc. Students should then be given the handout, and asked to look at Model #1. At this time any contingencies, steps, provisions, overlooked in the discussion may be pointed out, using the actual plan as an example. Finally, discussion may turn to the outline of the plan, the five paragraph format, the questions answered in each paragraph, and the use of Annexes and Appendices where necessary.

Following the discussion the instructor will assign each student the task of formulating an original plan for the activity outlined in the handout marked "Assignment." Students will be able to use Model #1 (and optionally, Model #2) as a guide.

DISCUSSION SUGGESTIONS

A proposed outline of the discussion is as follows:

I. Setting the scene: Execution of an event (e.g., a home football game) is presented to the students.

II. Students and instructor trace the event back to the initial planning stages.

III. Step by step procedure is discussed. (Use Model #1)

  A. "What" is the goal? (Goal determination)

  B. "Who" is to be affected? (Brigade, visitors, drags, etc.)

  C. "When" should various steps take place?

  D. "Where" should various steps take place?

  E. "Why" and "how" should details and contingencies be handled? (Band seating, persons carrying equipment, attendance of eligible Midshipmen from sick bay, etc.)

IV. Format of plan is discussed.

  A. Use of the five paragraph format (stress on this)

  B. Use of Annexes and Appendices (less stress on this)

  C. Procedure by which plan becomes an order

V. Assignment of original planning task (See Assignment handout as guide.)

Instructor should dictate to the class those details necessary for them to create a plan such as that given in the handout marked Assignment. He should not give the class the handout until after they have completed the assignment, at which time they may use it to evaluate their own plans.

STUDENT HANDOUT

PREPARING A PLAN

Our intention for this depth core is to provide you with some guidance on the necessity of careful attention to detail which goes into making a plan. Later in your training you will be introduced to all the detailed aspects of preparing a plan along with guidelines covering the generation of auxiliary and supporting documents. Your task in this depth core discussion is to consider all of the requirements necessary for preparing a plan for the Brigade's attendance at football games. In your discussion session, follow the guidelines specified in Part Five, Segment Four, paying particular attention to the steps to be followed in preparing a plan. Model #1 should serve as a useful example for this discussion.

Your assignment will be to prepare an original plan, less detailed than that for the football games, yet nonetheless requiring the same care and attention to details. In preparing your original plan, which will be for a trip to Cambridge, Mass., by the members of the Varsity Pistol Team, follow the guidelines described in Model #2, using the information given by your instructor.

MODEL # 1

1970 U. S. Naval Academy Football Season

BRIGADE OF MIDSHIPMEN

OPERATION PLAN

1-70

MODEL # 1

Commandant of Midshipmen
U. S. Naval Academy
Annapolis, Maryland
DTG 010800Q SEPT 70

OPERATION PLAN

Brigade of Midshipmen
Operation Plan 1-70
Reference: (a) Midshipmen Regulations
Time Zone: Use local time for Operations

TASK ORGANIZATION

Schedule of Brigade Attendance

1970 U. S. Naval Academy Football Season

Game	Units Participating	Task Organization Commander
Colgate	Brigade of Midshipmen	TO
Penn State	Color Company	BE
Boston College	Brigade of Midshipmen	PUBLISHED
Washington	No Units from the Brigade	IN
Pittsburgh (Homecoming)	Brigade of Midshipmen	INDIVIDUAL
Air Force	Brigade of Midshipmen	MOVEMENT
Syracuse	Drum and Bugle Corps	ORDERS
Notre Dame	Brigade of Midshipmen	
Georgia Tech	No Units from the Brigade	
Villanova	Brigade of Midshipmen	
Army	Brigade of Midshipmen	

1. SITUATION. Units of the Brigade of Midshipmen will attend the following U. S. Naval Academy football games:

Date	Game	Location
12 Sept 1970	Colgate	Annapolis, Maryland
19 Sept 1970	Penn State	University Park, Pennsylvania
26 Sept 1970	Boston College	Annapolis, Maryland
10 Oct 1970	Pittsburgh (Homecoming)	Annapolis, Maryland
17 Oct 1970	Air Force	Washington, D. C.
24 Oct 1970	Syracuse	Syracuse, New York
31 Oct 1970	Notre Dame	Philadelphia, Pennsylvania
14 Nov 1970	Villanova	Annapolis, Maryland
28 Nov 1970	Army	Philadelphia, Pennsylvania

MODEL # 1 (continued)

OPERATION PLAN 1-70

a. Enemy Forces. Opposing football teams, student bodies and alumni.

b. Friendly Forces. The following organizations will provide support as follows:

Organization	Support
(1) Naval Academy Athletic Association, Annapolis, Md.	- Will provide seats at the games and bus transportation for the Brigade of Midshipmen.
(2) Commandant, 3rd Naval District	- Will provide logistical support to the Brigade of Midshipmen.
(3) Commandant, 4th Naval District	- Will provide logistical support to the Brigade of Midshipmen.
(4) Commanding Officer, U. S. Naval Base, Philadelphia, Pa.	- Will provide logistical support to the Brigade of Midshipmen.
(5) Various police organizations	- Will provide routing and escort.

2. MISSION. Midshipmen organizational units will attend games in order to:

a. Give moral support to the Big Blue Team!

b. Demonstrate to the team, to the U. S. Navy and to the nation the Brigade's desire for a Navy victory over stiff opposition.

c. Exemplify the high standards of the U. S. Naval Academy.

d. Further the prestige of the U. S. Naval Academy.

3. EXECUTION. Organizational units specified in the task organization will depart the Naval Academy when so ordered by the Commandant of Midshipmen (ANNEX E, appropriate appendix, will specify actual details for the Brigade movement.)

a. Coordinating Instructions

(1) Concept of operation in accordance with ANNEX A.

(2) Task organization movement orders will be promulgated by appropriate appendix to ANNEX E. These appendices will be distributed about two weeks prior to the football game. Bus loading information will be incorporated in these appendices.

(3) This plan effective for planning purposes and for execution as prescribed in ANNEX E.

(4) The Operations Officer shall be responsible for all movements of midshipmen up to the time of kick-off. Responsibility then shifts to the Task Organization Commander designated in the task organization.

4. ADMINISTRATION AND LOGISTICS

a. Provisions are to be supplied by the Midshipmen Mess Officer in accordance with appendices to ANNEX E.

b. Task Organization Commanders submit USNA departure and USNA arrival reports to the Officer of the Watch, Bancroft Hall.

c. Attendance, accountability procedures and stadium seating information in accordance with ANNEX B.

d. Liberty hours in accordance with ANNEX C.

e. Information concerning practice march-ons in accordance with ANNEX D.

f. Distribution in accordance with ANNEX X.

g. Midshipmen attending the Penn State, Air Force, Syracuse, Notre Dame and Army games are excused from all daily routine on the Sunday of return until evening formation. They will attend Sunday evolutions on a voluntary basis.

h. Uniform for football games will be promulgated.

MODEL # 1 (continued)

OPERATION PLAN 1-70

i. Formations for all away games will be held at inside parades. Formations for home games will be at outside parades.

5. COMMAND AND SIGNAL MATTERS

a. Commandant of Midshipmen in overall command.

b. Task Organization Commanders as designated in task organization.

c. Away game headquarters will be promulgated in Appendices to ANNEX E.

d. Zone time Quebec (+4) until 25 October 1970. Thereafter Romeo time (+5) in effect.

P J Ryan
P. J. RYAN
Captain, U. S. Navy
Deputy Commandant

ANNEXES:

A - Concept of Operations
B - Attendance, Accountability and Seating
C - Liberty Hours, Away Games
D - Practice March-Ons
E - Organizational Movement Orders
F - Saturday Routine for Home Games
X - Distribution List

MODEL # 1 (continued)

Commandant of Midshipmen
U. S. Naval Academy
Annapolis, Maryland
DTG 010800Q SEPT 70

OPERATION PLAN

Brigade of Midshipmen
Operation Plan 1-70

ANNEX A

Concept of Operations

1. 12 September 1970. The Brigade will follow the Saturday routine indicated in ANNEX F. The Brigade of Midshipmen will march as a unit from the Naval Academy to the Navy-Marine Corps Memorial Stadium about 1230 EDT, 12 September. BEAT COLGATE!

2. 19 September 1970. The Brigade Color Company (members of the Classes 1971, 1972 and 1973 who were members of the Thirty-second Company, 1969-70 and are eligible to wear the Naval Academy "E") will depart the U. S. Naval Academy about 0600 EDT, 19 September by bus for University Park, Pennsylvania. Liberty granted in accordance with ANNEX C. Information on social events will be promulgated by separate notice. Upon expiration of liberty at Penn State, midshipmen will return to the Naval Academy by bus, arriving about 0700, EDT, 20 September. BEAT PENN STATE!

3. 26 September 1970. The Brigade will follow the Saturday routine indicated in ANNEX F. The Brigade of Midshipmen will march as a unit from the Naval Academy to the Navy-Marine Corps Memorial Stadium about 1230 EDT, 26 September. BEAT BOSTON COLLEGE!

4. 10 October 1970. The Brigade will follow the Saturday routine indicated in ANNEX F. The Brigade of Midshipmen will march as a unit from the Naval Academy to the Navy-Marine Corps Memorial Stadium about 1230 EDT, 10 October. BEAT PITTSBURGH!

5. 17 October 1970. The Brigade of Midshipmen will depart the Naval Academy by bus about 1100 EDT, 17 October for Washington, D. C. Liberty granted in accordance with ANNEX C. Information on social events will be promulgated by separate notice. Upon expiration of liberty in Washington, D. C., the Brigade will return to the Naval Academy, arriving about 0200 EDT, 18 October. BEAT AIR FORCE!

6. 24 October 1970. Members of the Drum and Bugle Corps will depart the Naval Academy by bus about 0330 EDT, 24 October for Syracuse, New York. Liberty granted in accordance with ANNEX C. Information on social events will be promulgated by separate notice. Upon expiration of liberty at Syracuse University, midshipmen will return to the Naval Academy by bus, arriving about 1100 EST, 25 October. BEAT SYRACUSE!

7. 31 October 1970. The Brigade of Midshipmen will depart the Naval Academy by bus about 0300 EST, 31 October for Philadelphia, Pennsylvania. Liberty granted in accordance with ANNEX C. Information on social events will be promulgated by separate notice. Upon expiration of liberty in Philadelphia, the Brigade will return to the Naval Academy, arriving about 0400 EST, 1 November. BEAT NOTRE DAME!

8. 14 November 1970. The Brigade will follow the Saturday routine indicated in ANNEX F. The Brigade of Midshipmen will march as a unit from the Naval Academy to the Navy-Marine Corps Memorial Stadium about 1200 EST, 14 November. BEAT VILLANOVA!

9. 28 November 1970. The Brigade of Midshipmen will depart the Naval Academy by bus about 0800 EST, 28 November for Philadelphia, Pennsylvania. Liberty granted in accordance with ANNEX C. Information on social events will be promulgated by separate notice. Upon expiration of liberty in Philadelphia, the Brigade will return to the Naval Academy, arriving about 0400 EST, 29 November. BEAT ARMY!

AUTHENTICATED:

T. B. POTTER, Jr.
fu Commander, U. S. Navy
Operations Officer

P. J. RYAN
Captain, U. S. Navy
Deputy Commandant

MODEL # 1 (continued)

Commandant of Midshipmen
U. S. Naval Academy
Annapolis, Maryland
DTG 010800Q SEPT 70

OPERATION PLAN

Brigade of Midshipmen
Operation Plan 1-70

ANNEX B

Attendance, Accountability and Seating

1. General

a. All midshipmen will muster with their companies and attend all football games which they have been designated to attend unless specifically excused by the Commandant of Midshipmen.

b. Midshipmen who have been designated by competent medical authority to be medically unfit to attend, will not attend home or away football games.

c. Midshipmen who are required to march extra duty and/or restrict will attend all home varsity football games. Restriction will commence thirty minutes after the termination of the game. Midshipmen with unserved extra duty or restriction will not be permitted to attend away football games, except the Army game, which they will attend.

d. Midshipmen who are serving punishment for an offense that requires them to attend restriction musters at the Main Office, will attend the Army game with the Brigade, but will return to the Naval Academy immediately after the game in the buses provided for the on-coming watch squad. These midshipmen will commence restriction immediately upon their return to the Naval Academy.

e. Those midshipmen in the Color Company scheduled to attend the Penn State game, and those midshipmen in the Drum and Bugle Corps scheduled to attend the Syracuse game having unserved extra duty/restriction for minor offenses will have the extra duty/restriction deferred and will attend the game with their units. Major offense, extra duty/restriction will not be deferred.

f. Brigade Operations Officer will submit the number of midshipmen attending each game and the names of any unauthorized absentees to the Task Organization Commander at the embarkation formation.

g. For all football games, except the Colgate, Boston College, Pittsburgh, and Villanova games, midshipmen will remain in the midshipmen seating section. Only for urgent calls of nature will midshipmen leave their seats. They will not mingle at any time in the stands with other spectators. For the Colgate, Boston College, Pittsburgh, and Villanova games, midshipmen of the first, second and third class may sit with their guests in the designated area above the midshipmen section; midshipmen fourth class may submit requests to Company Officers to sit with their parents.

h. For the Air Force, Notre Dame and Army games, there will be buses available for midshipmen's drags. Arrangements for these buses will be made by the Naval Academy Alumni Association. Midshipmen will coordinate all their arrangements through the Alumni Association. Midshipmen will not ride the buses provided for drags but will transit to the games on U. S. Naval Academy buses. On the return trips drags and their midshipmen escorts may board buses together and be permitted to travel together.

2. Weekend Policy.

a. Air Force Game

(1) Midshipmen of the Class of 1971 on the Superintendent's List may take a chargeable long weekend but must attend the game and will muster at 1200, 17 October 1970 in a formation area to be promulgated in Appendix V.

(2) Midshipmen of the Class of '71, '72, and '73 may take a regular chargeable weekend at the completion of the game to terminate at evening formation Sunday. One quarter of the first class will return at the completion of liberty after the game.

MODEL # 1 (continued)

OPERATION PLAN 1-70

b. Notre Dame Game

(1) Midshipmen of the Class of 1971 on the Superintendent's List may take a chargeable long weekend but must attend the game and will muster at 1100, 31 October 1970 in the formation area by the new barracks (same area as in the past).

(2) Midshipmen of the Class of '71, '72, and '73 may take a regular chargeable weekend at the completion of the game to terminate at evening formation Sunday. One quarter of the first class will return at the completion of liberty after the game.

c. Army Game

(1) First Class - Three quarters of the first class may take chargeable weekend commencing after Wednesday noon meal or last class, whichever is later. Weekend liberty expires in Philadelphia prior to march-on and in time for a personnel inspection; resumes after Army-Navy game and terminates at evening formation Sunday.

(2) Midshipmen of the three quarters of first class eligible for but not on an extended weekend are granted an overnight liberty in accordance with reference (a), Article 0607. All other first class are granted liberty in accordance with reference (a), Article 0607, with Thanksgiving dining out liberty extended to a 50 mile radius.

(3) Second Class - Second class may take chargeable weekend commencing after Army-Navy game to terminate at evening formation Sunday. Second class are granted Thanksgiving overnight liberty from 1530 Wednesday until evening formation Thursday.

(4) Second class not taking overnight; Third class and Fourth class - Town liberty in accordance with reference (a), Article 0607, is granted to all classes. Thanksgiving dining out liberty within a 50-mile radius is authorized for any midshipman receiving a written invitation from a family. Such liberty will commence at 0900 Thursday and terminate at evening formation Thursday. Other dinner invitations may be accepted with Battalion Officer's approval.

(5) Special buses will be designated in the parking lot at the stadium so that midshipmen taking weekends may stow their weekend bags during the game.

3. Excused Squad and Hospitalized Midshipmen

a. Midshipmen on the excused squad or in the hospital may attend the Air Force, Notre Dame and Army games if their Battalion Officers/Medical Officer deem them able. As directed by the Task Group Commander these midshipmen will proceed to the stadium and enter the midshipmen's seating section prior to the march-on of the Brigade. If physically able, they may stay in Washington or Philadelphia for liberty commencing after the game to expire with their respective classes. If they are not designated as fit to go on liberty or should they decide that they do not wish to stay in Washington or Philadelphia, they will return immediately after the game on buses provided for the watch squad.

b. Hospitalized midshipmen designated as fit to attend the home games by the Medical Officer will sit in the midshipmen section and will be provided bus transportation to and from the football games. The buses will pick up these midshipmen at 1315 on 12 September, 26 September, 10 October, and at 1300 on 14 November at the Main Entrance to the Naval Hospital, Annapolis. Return bus will depart immediately after the game from Gate "C" on the West side.

c. Midshipmen on the excused squad who are deemed capable of attending home games may do so with the Battalion Officer's approval. These midshipmen will be transported to the game by bus and will sit in the midshipmen section. Buses depart Midshipmen Store by date and times listed in 3.b. above. Return buses will pick up midshipmen immediately after the game at Gate "D" on the West side of the stadium.

d. Midshipmen on the watch squad authorized to attend home games will board buses in the Mitscher Hall area. Buses will be designated with a sign, provided by the Midshipman Officer of the Watch, as Watch Squad bus. Buses will pick up the watch squad by dates and times listed in 3.b. above. Return bus will depart from Gate "B" on the West side of the stadium immediately after the game.

4. Midshipmen Excused from Game and Practice March-Ons

a. Midshipmen of units designated to attend games must attend practice march-ons except as indicated in b. and c. below.

MODEL # 1 (continued)

OPERATION PLAN 1-70

b. The following sports teams may be excused from practice and/or pre-game march-ons when their attendance at these evolutions would interfere with scheduled sports contests or practices. Requests to be excused will be submitted to the Commandant of Midshipmen by the Director of Athletics. When excused from the practice march-on, but able to participate in the pre-game march-on, members of these teams will form with their company and march to the stadium. The Midshipmen Company Commander is responsible for briefing these midshipmen concerning the march-on procedure and field ceremony. When excused from the home game pre-game march-on, members of these teams will be transported to the stadium by bus.

(1) 150 lb. football team.

(2) Cross country teams.

(3) Soccer teams.

(4) Plebe football team.

(5) Dinghy sailing team.

(6) Varsity golf team (when in season).

(7) Varsity tennis team (when in season).

(8) Varsity basketball team (when in season).

(9) Varsity fencing (when in season).

(10) Varsity gymnastics (when in season).

(11) Varsity pistol (when in season).

(12) Varsity rifle (when in season).

(13) Varsity squash (when in season).

(14) Varsity swimming (when in season).

(15) Varsity indoor track (when in season).

(16) Varsity wrestling (when in season).

c. Racing Division of Midshipmen Sailing Squadron may be excused upon written request from the Commodore, Naval Academy Sailing Squadron.

d. Certain midshipmen will be allowed to miss practice march-ons and game march-ons by virtue of their personal participation. These midshipmen will be designated for each game by a Commandant of Midshipmen Notice or in the appropriate Appendix to ANNEX E of this Operation Plan.

5. Naval Academy Band. Immediately after each home game, a bus designated for use in returning the Naval Academy Band to the Academy will pick up band members at Gate "A" on the West side of the stadium.

P. J. RYAN
Captain, U. S. Navy
Deputy Commandant

AUTHENTICATED:

J. B. POTTER, Jr.
Commander, U. S. Navy
Operations Officer

MODEL # 1 (continued)

Commandant of Midshipmen
U. S. Naval Academy
Annapolis, Maryland
DIG 010800Q SEPT 70

OPERATION PLAN

Brigade of Midshipmen
Operation Plan 1-70

TAB C TO APPENDIX I TO ANNEX E

1. Foul Weather March-On

The Brigade will march to the Navy-Marine Corps Memorial Stadium. The marching route will be: Gate #4, King George Street, Annapolis Street, Taylor Avenue, through the scoreboard gates at South end of the field, continuing along paved surface inside the stadium on West side. The Brigade will march in company, in column, and proceed directly into the stands. No cheer will be used for foul weather march-on.

2. National Anthem Ceremony (Foul Weather)

a. The National Anthem will be performed by the U. S. Naval Academy Band prior to opening kick-off. The sequence of events will be as follows:

(1) 1353 - The U. S. Naval Academy Color Guard will form in south end-zone. The U. S. Naval Academy Band will form behind the Color Guard at the scoreboard end of the field.

(2) 1354 - Color Guard march to goal-line of the south end-zone, halt, present arms.

(3) 1355 - P. A. Announcement by the Chairman of the Public Relations Committee, "Ladies and Gentlemen, will you please stand for our National Anthem."

(4) 1356 - U. S. Naval Academy Band play National Anthem. At conclusion the Band will proceed up the ladder near the players ramp at the west side of stadium, and then to their seats. The Color Guard will about face, and proceed off the south end of the field and follow the same route as the Band to their seats.

P. J. RYAN
Captain, U. S. Navy
Deputy Commandant

AUTHENTICATED:

T. B. POTTER, Jr.
Commander, U. S. Navy
Operations Officer

Commandant of Midshipmen
U. S. Naval Academy
Annapolis, Maryland
DTG 010800Q SEPT 70

OPERATION PLAN

Brigade of Midshipmen
Operation Plan 1-70

ANNEX F

Saturday Routine for Home Games

1. In order to permit the Brigade of Midshipmen to attend the Navy-Colgate and Navy-Boston College football games the Saturday routine for 12 September and 26 September 1970 is modified as follows:

Reveille	0615
Morning formation	0645
Call to 1st Period	0715
1st Period begins	0725
Call to 2nd Period; recall from 1st Period	0815
2nd Period begins	0825
Call to 3rd Period; recall from 2nd Period	0915
3rd Period begins	0925
Call to 4th Period; recall from 3rd Period	1015
4th Period begins	1025
Recall from 4th Period	1115
Noon formation	1135
Formation for football game	1225
Depart USNA	1240
Enter Navy-Marine Corps Memorial Stadium	1305
In stands	1330
Kick-off	1400

2. In order to permit the Brigade of Midshipmen to attend the Navy-Pittsburgh football game the Saturday routine for 10 October 1970 is modified as follows:

Midshipmen will be excused from classes

Alumni Assembly	1030
Noon formation	1115
Formation for football game	1215
Depart USNA	1230
Enter Navy-Marine Corps Memorial Stadium	1255
In stands	1320
Kick-off	1400

Note: A modified Saturday routine for 10 October will be promulgated by a separate COMDTMIDN Memorandum.

3. In order to permit the Brigade of Midshipmen to attend the Navy-Villanova football game the Saturday routine for 14 November 1970 is mofified as follows:

Reveille	0600
Morning formation	0615
Call to 1st Period	0645
1st Period begins	0655
Call to 2nd Period; recall from 1st Period	0745
2nd Period begins	0755
Call to 3rd Period; recall from 2nd Period	0845
3rd Period begins	0855
Call to 4th Period; recall from 3rd Period	0945
4th Period begins	0955
Recall from 4th Period	1045

MODEL # 1 (continued)

OPERATION PLAN 1-70

Noon formation	1105
Formation for football game	1155
Depart USNA	1210
Enter Navy-Marine Corps Memorial Stadium	1235
In stands	1300
Kick-off	1330

P. J. RYAN
Captain, U. S. Navy
Deputy Commandant

AUTHENTICATED:

T. B. POTTER, Jr.
Commander, U. S. Navy
Operations Officer

MODEL # 2

(optional)

MODEL # 2

Below is a useful outline of the contents of each of the five paragraphs of a plan.

OPERATION PLAN (OR ORDER)

Based on UNAAF but containing amplifying remarks developed from U. S. Army FM 101-5, U. S. Marine Corps FMFM 3-1, U. S. Navy NWP 11(A), U. S. Air Force AFM 23-3, and STANAG 2014 (2d edition).

SECURITY CLASSIFICATION

No change from oral orders.

No change from oral orders except paragraph(s) ....

(In the absence of oral orders this remark is omitted from the operation order. It never appears in an operation plan.)

Copy Number ....
Issuing Headquarters
Place of Issue
Date-time Group, Month, Year
(This is time of signature and time the order is effective unless otherwise stated in paragraph 3.)
Message Reference Number

OPERATION PLAN (ORDER) (designation)
(Usually numbered serially within calendar years.)

References: a. Maps or charts. (List by country or area, scale, sheet name or sheet number, and map or chart series number. If pertinent, give date of last correction.)
b. Pertinent documents

Time Zone: (Lettered time zone to be used in the operation)

Task Organization:

In a relatively small operation, the entire task organization, with attachment and detachment instructions, may be included at this point. However, in most cases, it is advisable to list only the major task subdivisions or tactical components (with commanders) at this point and to set forth the detailed task organization in an annex.

The task organization annex format, Form 9, includes detailed comments in this area.

1. SITUATION

a. Enemy Forces

Summary of enemy situation in the intended area of operations. May be prepared as an annex in which case it should be referenced here.

b. Friendly Forces

Information concerning friendly forces which are not attached or organic to the command for the contemplated operation but whose presence on a flank or other adjacent area is of interest. Information on such forces is limited to that which subordinate commanders need to know to accomplish their tasks.

MODEL # 2 (continued)

c. Attachments and Detachments

Attachments and detachments to and from the command as a whole along with times and conditions. If already indicated in the task organization description preceding paragraph 1, or indicated in the task organization annex, appropriate reference here will suffice.

---

d. Assumptions

In the case of an operation plan, the assumptions on which it is based, if any, are listed here. This subparagraph does not appear in an operation order and is normally the paramount feature distinguishing a plan from an order.

---

2. MISSION

The mission of the command as a whole for the contemplated operation. The mission is always stated here in full even though it may be expressed on an overlay or by some other means. There are no subparagraphs in paragraph 2.

3. EXECUTION

a. Concept of Operation

This subparagraph describes in brief how the commander believes the overall operation should progress.

(1) The concept should set forth the phases of the operation as they are anticipated from the commander's decision.

(2) Schemes of maneuver for major subordinate task elements should be described in sufficient detail to amplify precisely what the commander expects to be done.

(3) The general plans for the employment of supporting fires and weapons should be stated, including those relating to nuclear and CB weapons.

(4) In an amphibious operation, the general plan for the landing force should be included.

(5) In large-scale operations, the concept of operation may be so long as to require its inclusion as an annex (see Form 11). In this case, it should be briefly summarized here and the annex referenced.

b. (Name of first tactical grouping)

(1) This and subsequent lettered subparagraphs of paragraph 3 assign specific tasks to each element of the command charged with execution of tactical missions. Tactical groupings are dealt with in the order listed in the task organization. (See Form 9, Task Organization Annex, for a discussion of the proper order of listing.)

(2) See subparagraph 510.b.(2)(c) of text for further discussion of tasking.

c. Instructions to the reserve forces of the command appear in the next to last subparagraph of paragraph 3.

d. Coordinating Instructions

(1) The last subparagraph of paragraph 3 contains coordinating instructions pertaining to two or more tactical groupings of the command. Typically, such instructions might include boundaries, objectives, beaches, lines of departure, time and direction of attack, and other specifics needed to coordinate the activities of two or more tactical groupings.

(2) Tentative dates for D-day and H-hour are usually given in this subparagraph. In the case of an operation order that is not effective on receipt, this subparagraph should indicate the date and time the order will become effective.

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MODEL # 2 (continued)

4. ADMINISTRATION AND LOGISTICS

This paragraph sets forth the manner in which logistic support is to be provided for the contemplated operation. For large operations, it is almost always necessary to prepare a separate logistic and personnel annex or plan. In any event, enough information should be included in the body of the plan or order to make clear the basic concept for logistic support. For paragraph 4 of the plan or order, an appropriate sequence of presentation is:

a. Concept of Combat Service Support

As with subparagraph 3.a., this is a brief summary of the overall operation, this time from the combat service support point of view. In some cases, this subparagraph and a reference to the logistic and personnel annex or plan may be all that is stated.

b. Materiel and Services

Supply, maintenance, transportation, construction, and allocation of labor for logistic purposes.

c. Medical Evacuation and Hospitalization

Plans and policies for hospitalization and evacuation of both military and civilian personnel.

d. Personnel

Unit strengths, replacements, personnel policies and procedures including those pertaining to civilians and prisoners of war.

e. Civil Affairs

Control of civil populations, refugees, and related matters.

f. Miscellaneous

5. COMMAND AND SIGNAL

a. Communications-Electronics

Information about pertinent communication nets, operating procedures, recognition and identification procedures, electronic emission constraints, and so on. A separate annex may be required. (See Form 14.)

b. Command

(1) Joint operations, by their nature, have complex command relationships. Joint operation plans and orders must be specific concerning these arrangements, including those shifts which may take place as the operation progresses from one phase to another. It is usually advisable to set these relationships out in chart form and to include them as an annex to the plan or order. (See Form 10.)

(2) Command posts, alternate command posts, flagships, alternate flagships along with their times of activation and deactivation should be included in this paragraph.

Acknowledgement Instructions

(NOTE: Normally the single word "Acknowledge" is sufficient, indicating that the recipient is to acknowledge his receipt and understanding of the plan or order by sending the message reference number in the heading to the originator. If other measures are to be used, they should be prescribed here.)

(Signed) ....

(Commander)

DISCUSSION QUESTIONS AND RESPONSES

The following questions are suggested as key areas of interest for this depth core.

1. What are the critical starting points in preparing the plan such as Model #1?

[suggested answer: Formulating details on the who, what, when, where and why.]

2. To what extent was forecasting required in preparing this plan?

[suggested answer: In this case the number of contingencies which might be operational when the plan goes into effect. The students may offer anything from illness of Brigade members to foul weather.]

3. To what extent did estimating or forecasting precede the preparation of this plan?

[suggested answer: Forecasting probably played no role in the preparation of Model #1, but might have affected planning of location of games, management of parking problems on the basis of past experience, etc.; estimating is involved in such areas as deciding that a bus will be necessary to transport those sick bay members who are allowed to attend the games, etc..]

4. What are some of the details to the who, what, when, where, and why paradigm that might have been left unattended to?

[suggested answer: Unless the midshipmen are more sophisticated than those in the executive branch who spend much of their time detailing such plans, it should be easy to point up a number of potentially hazardous oversights. (Perhaps instructor or student can cite instances from his own experience in which planning has overlooked some contingency.)]

5. When does a plan become an order?

[suggested answer: When the commanding officer signs it into effect.]

EVALUATION PROCEDURES

The instructor will have the opportunity to measure the students' achievement by analyzing the plan submitted by each Midshipman and judging how closely it approximates the actual plan. The instructor might alternatively allow the students to evaluate each other's plans based on the actual plan contained in the handout marked "Assignment."

ASSIGNMENT

(For Instructor's Use Only!)

OPERATION PLAN

for Movement of

Varsity Pistol Team to Boston

Operation Plan	U. S. Naval Academy Annapolis, Maryland
COMDTMIDN NO: 77-71 (TEAM)	DTG: 0830 25 FEB 71 Serial No: M-187-71

Time Zone: Use Time Zone plus Five (R) for Operations

TASK ORGANIZATION	TASK ORGANIZATION COMMANDER
ANNEX A - Varsity Pistol Team	LCDR G. R. Aspro, USN, In Charge

1. SITUATION. Naval Academy members of the varsity pistol team will proceed to Cambridge, Massachusetts to participate in a match with Massachusetts Institute of Technology and a match with Boston State College on Saturday 6 March 1971.

2. MISSION. To represent the U. S. Naval Academy.

3. EXECUTION. Organizational unit specified under TASK ORGANIZATION will depart the Naval Academy when so ordered by the Commandant of Midshipmen.

(1) Task Organization will be excused from all academic and administrative routine upon completion of fifth period (1405) Friday 5 March 1971 until return to Bancroft Hall about 2000 Saturday 6 March 1971.

(2) Muster for inspection by the Officer of the Watch at 1415 Friday 5 March 1971 in front of the Main Office.

(3) Task Organization Commander will report return and submit comments, if appropriate, to the Officer of the Watch, Bancroft Hall.

(4) Uniform. Task Organization will wear Service Dress, Blue. Overcoats and/or raingear will be prescribed, if necessary, by the Officer of the Watch, Bancroft Hall.

(5) This plan effective for planning purposes and for execution as prescribed in 3 above.

4. ADMINISTRATION AND LOGISTICS

a. Transportation and itinerary will be as follows:

Depart seaward end of Dahlgren Hall at 1430 Friday 5 March 1971 via Public Works bus.
Arrive Friendship Airport at 1530 same date.
Depart Friendship Airport at 1610 via Allegheny Airlines Flight No. 858.
Arrive Boston, Massachusetts at 1715 same date.
Depart Boston, Massachusetts at 1740 Saturday 6 March 1971 via Allegheny Airlines Flight No. 861.
Arrive Friendship Airport at 1851 same date.
Depart Friendship Airport at 1915 via Public Works bus.
Arrive Bancroft Hall at 2000 same date.

b. Public Works Officer will be requested to furnish transportation to and from Friendship Airport, as listed above, for task organization.

c. Task Organization Headquarters will be located at Massachusetts Institute of Technology, Cambridge, Massachusetts.

5. COMMAND AND SIGNAL. The Task Organization Commander will be militarily responsible for the task organization and its assigned personnel from departure, Bancroft Hall, until the task organization returns to the U. S. Naval Academy.

T. B. Cowell, Jr.
Commander, U. S. Navy
By direction

ANNEX A - Varsity Pistol Team

DISTRIBUTION: C-3

Plus Task Organization Commander (2)
MOOW (2)
MAJ L. D. Brown

ANNEX A

Operation Plan COMDTMIDN NO: 77-71 (TEAM)

1st Battalion - C1 Co		
Harris, JR, Jr	1	04
2nd Battalion - C1 Co		
Jacobs, JM	3	11
3rd Battalion - C1 Co		
Blackwood, HG	3	14
4th Battalion - C1 Co		
Appenfelder, GD	1	21
Konopa, SJ	2	24
5th Battalion - C1 Co		
Martin, TO	3	25
6th Battalion - C1 Co		
Mayes, RC	1	35

(7)

DEPTH CORE # 6

ALLOCATION OF RESOURCES IN CRISIS SITUATION

(NASA PROBLEM)

PART V

STATEMENT OF INTENT

This depth core consists of a NASA film, "The Flight of Apollo 11", and a discussion problem, both dealing with the theme of space exploration. The instructor may follow one of two options:

(1) He may use one class period and conduct the group decision making and discussion session as outlined in the Discussion Guide.

(2) He may use two class periods as follows:

First session - Show the film, then give students the handout and allow them to complete their individual rankings during the last 15 minutes of the period.

Second session - Divide the Midshipmen into groups and let them determine group rankings and then hold a discussion of the results.

The exercise in Allocation of Resources will give the M's practical experience in making group decisions * The Junior Officer will be continually faced with making group administrative decisions of varying degrees of importance. The final decisions that are made are usually the result of successful intercourse between the J O and his counterparts. Rarely does one agree 100% with the final decision, but there is a consensus which meets the necessary requirements for agreement among all the participants. The M must make his opinion heard but on the other hand the M must be prepared for the give and take that is necessary in any group effort. Successful interaction will lead to successful administration.

* NOTE: Instructors might be interested to know that this problem is used by the RCA in-house management training program at Moorestown, New Jersey.

OBJECTIVES OF PRESENTATION

1. The *M* will have the opportunity to evaluate the relative merit of potentially critical items and work out their value and priority in a group milieu.
2. They will have to work within a group framework forcing him to be aware of the need to be flexible.
3. The *M* must be able to articulate his demands and sell his ideas.
4. The *M* must take into account many human factors which not only affect his decision but the decision of the group.
5. The *M* will have an opportunity to learn that a group consensus can be more effective in some cases than making solitary decisions.

APPROACH TO PRESENTATION

The instructor will be furnished with the student handout. He will be directed to ask his class to divide up into groups of 4 or 5. He will tell each group that they are responsible for evaluating and rank ordering the list and coming up with a defense for their decisions. Each group must choose a spokesman for this task.

Prior to the actual class session of this Depth Core, each midshipman will be given the Student Handout. He will be instructed to arrive at his individual solution prior to the class meeting.

DISCUSSION GUIDE

STUDENT HANDOUT

ALLOCATION OF RESOURCES IN CRISIS SITUATION (NASA PROBLEM)

INSTRUCTIONS

This is an exercise in group decision making. Your group is to employ the method of Group Consensus in reaching its decision. This means that the prediction for each of the 15 survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus:

1. Avoid arguing for your own individual judgments. Approach the task on the basis of logic.
2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.
3. Avoid "conflict-reducing" techniques such as majority vote, averaging or trading in reaching decisions.
4. View differences of opinion as helpful rather than as a hindrance in decision making.

On the "Group Summary Sheet" place the individual rankings made earlier by each group member. Take as little time as you need in reaching your group decision.

ALLOCATION OF RESOURCES IN CRISIS SITUATION (NASA PROBLEM)

Name________________________Group________________________

LOST ON THE MOON EXERCISE

DECISION FORM

by Jay Hall

INSTRUCTIONS: You are in a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance in allowing your crew to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

______ Box of matches

______Food concentrate

______50 feet of nylon rope

______Parachute silk

______Portable heating unit

______Two .45 calibre pistols

______One case dehydrated Pet milk

______Two 100 lb. tanks of oxygen

______Stellar map (of the moon's constellation)

______Life raft

______Magnetic Compass

______5 gallons of water

______Signal flares

______First aid kit containing injection needles

______Solar-powered FM receiver-transmitter

STUDENT HANDOUT

ALLOCATION OF RESOURCES IN CRISIS SITUATION (NASA PROBLEM)

GROUP SUMMARY SHEET

	Individual Predictions					Group Prediction
	1	2	3	4	5	
Box of matches						
Food concentrate						
50 feet of nylon rope						
Parachute silk						
Portable heating unit						
Two .45 calibre pistols						
One case dehydrated Pet milk						
Two 100 lb. tanks of oxygen						
Stellar map (of the moon's constellation)						
Life raft						
Magnetic Compass						
5 gallons of water						
Signal flares						
First aid kit containing injection needles						
Solar-powered FM receiver-transmitter						

Name______________________________Group______________________________

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15 Box of matches

4 Food concentrate

6 50 feet of nylon rope

8 Parachute silk

13 Portable heating unit

11 Two .45 calibre pistols

12 One case dehydrated Pet milk

1 Two 100 lb. tanks of oxygen

3 Stellar map (of the moon's constellation)

9 Life raft

14 Magnetic Compass

2 5 gallons of water

10 Signal flares

7 First aid kit containing injection needles

5 Solar-powered FM receiver-transmitter

EVALUATION PROCEDURES

The instructor will be able to evaluate the exercise on several counts.

1. By judging the groups decision making ability.
2. By interpreting the students rationale for their group decisions.
3. And, by measuring the time it takes for each group to come up with a clear consensus.
4. In general the correctness of the group rank ordering has a direct relationship to the amount of actual group consensus used to make the final decision. If the group was dominated by an over confident talker or if they failed to earnestly negotiate individual differences, the inaccuracies of their group ranking will demonstrate their failure to work together. While there may be exceptions, the general pattern is that the group that works together consistently gets the better and more accurate set of answers.

DEPTH CORE # 7

GROUP ORDERING OF CRITICAL MANAGEMENT FACTORS

PART V

STATEMENT OF INTENT

The leadership factors as listed in the attached student handouts are deemed by many as essential characteristics. Most of them have foundations in the traditions andprinciples of the naval services. However, it is not always possible to achieve perfection in all these areas and indeed many are almost mutually exclusive. The intent of the depth core is to have the students rank order the leadership factors according to the exigencies of a given leadership situation. The exercise should help the Midshipman to gain some insights on his own priorities and the priorities as established by others, and by the situation.

OBJECTIVES OF PRESENTATION

1. The Midshipman will have an opportunity to carefully scrutinize and apply the list of leadership factors.
2. The Midshipman must place a value on each of the factors and interpret them in relation to the whole.
3. The Midshipman must work within the framework of a group, where he must consider his group mates' opinions.
4. If the Midshipman is to make a valuable contribution, he must be an active participant, voicing his own opinions and considering the opinions of the others.
5. The Midshipman may attempt to place himself in the leadership role of defending his group's decisions.

APPROACH TO PRESENTATION

The instructor will be furnished with the student handouts. He will be directed to ask his class to divide up into groups of 4 or 5. Each group will be given a sketch of a particular leadership situation. The instructor will tell each group that they are responsible for evaluating and rank ordering the 5 most important leadership factors, in light of the situation they have been assigned. Further, each group must present a viable defense for its decisions, based on how it would go about dealing with the given situation.

STUDENT HANDOUT

GROUP ORDERING OF CRITICAL MANAGEMENT FACTORS

INSTRUCTIONS

Using the provided list of leadership factors you will be asked to make an evaluation of the 5 most important factors in terms of a given situation. In the space to the left of each statement and factor, rank order what your group considers the five most important factors necessary for solving or dealing with the situation you've been given.

SUGGESTED SITUATIONS FOR DEPTH CORE # 7

1. You are the XO of an aircraft squadron which is presently based at Quonset Point. The CO is flying on a cross-country and won't be back until day after tomorrow. It is 1645 and you are just finishing up your last piece of paperwork before heading home for the evening. Suddenly, you hear a commotion in the outer office. A number of men are talking loudly and you hear such comments as "they can't do this to me," "discrimination," etc. One of the squadron officers who works nearby comes into your office and says: "Sir, there are about 10 to 15 black enlisted men here and they all want to see the CO."

2. You have just taken over an organization at a State-side installation. Within a few days, you learn that your predecessor, who retired just prior to your arrival, had completely over-delegated all of his functions and activities. It seems that in the last few months he was CO that his main concern was in finding a post-retirement job. Consequently, he was seldom at the office and the subordinates just about ran everything in the outfit.

3. At the Academy, Spring and Fall Parades on Worden Field are not the most popular evolutions. Many midshipmen question their necessity and do not take them seriously. Consequently, performance on the parade field suffers. As a Midshipman Company Commander, it is your responsibility to improve the situation by whatever means you feel will be effective. Assume that you are a Company Commander and that your company has placed rather poorly (somewhere between 30th and 36th place) in the first two Spring graded parades. Further, your Company Officer is a "rookie" who is not familiar with drill. He has told you that parade results must improve but has offered no solutions since he wants to see how you handle the situation.

—1/C are generally apathetic toward drill although they have the potential to do well (as 4/C during Plebe Summer, they were No. 1 in platoon drill)

—2/C - no apparent problems

—3/C - have come to your company from a very loose company in the other Regiment

— 4/C - very poor drillers, their company came in dead last in parades during their Plebe Summer

4. In your company you have a very professional group of first-class and a very loose group of second-class. Before the year starts, the second-class are terrified of a horrible year of persecution and Form 2's. You are going to be Company Commander and after experiencing one class war, you do not want another. On the other hand, you have a reputation for being somewhat "tight". You also want to turn these 2/C on and have them active and concerned within the company.

5. Midshipman Perkins, a First Classman who has his yawl qualification, has taken out one of the Academy yawls for an afternoon sail. He has a crew of 6, including two plebes. He has turned over the helm to one of the plebes so that the plebe may gain some valuable experience toward earning his sailing qualifications. Suddenly a squall comes up, and in the short space of 4 or 5 minutes there is a terrific wind and the Bay is getting extremely rough. The sky has also grown dark and threatening. Perkins can see that the other crew members (and the passengers) are apprehensive about a plebe's being at the helm. Furthermore, the crew is not proceeding smoothly with the operation of taking down the sails, since they keep paying undue attention to the weather conditions and the boat's course. Perkins himself is afraid the plebe won't be able to steer the yawl under the changed weather conditions.

6. LTJG Hopkins was Flight Leader of a flight of four planes operating off the coast of Vietnam. During the flight's first strike over enemy held terrain, Flight Leader Hopkins received word by radio from his Squadron Commander that there was extremely heavy conventional anti-aircraft fire in the target area. Other members of the Flight heard this exchange on the radio, and knew that Hopkins had the choice of trying to avoid the anti-aircraft fire or of executing the mission as ordered. LTJG Hopkins knew that the misson of the flight was to provide close air support to Marine units on the ground as well as to neutralize or destroy any anti-aircraft positions encountered. He also knew that the way he operated on this first flight into enemy terrain would affect the way the flight members perceived him as a leader on future missions.

Situation # _____

STUDENT HANDOUT

GROUP ORDERING OF CRITICAL MANAGEMENT FACTORS

LEADERSHIP FACTORS

An effective leader:

_____ a. Sets the example.

_____ b. Knows his job.

_____ c. Has learned to be a good follower.

_____ d. Knows himself and seeks self-improvement.

_____ e. Encourages subordinates to offer suggestions and/or constructive criticism.

_____ f. Is consistent, but not inflexible.

_____ g. Establishes objectives and plans for their accomplishment.

_____ h. Treats every person as an individual, not as a number.

_____ i. Seeks responsibility and develops a sense of responsibility among his subordinates.

_____ j. Keeps his men informed.

_____ k. Trains his men as a team.

_____ l. Makes sure the task is understood, supervised, and accomplished.

_____ m. Employs his unit in accordance with its capabilities.

_____ n. Takes responsibility for his actions, regardless of their outcome.

_____ o. Upon re-assignment, can answer affirmateively: "Are the men I have just left, BETTER men, for my having served with them?"

DISCUSSION QUESTIONS AND RESPONSES

It would be desirable for the instructor to partake in this exercise by filling out one of the forms himself. Alternatively, he may choose to use the attached "suggested solutions." However, it must be stressed that these "suggested solutions" are in no way limiting, and that there is no clear-cut "right" or "wrong" interpretation of each problem.

Since there are no right or wrong answers the discussion must revolve around the rationale and defense of the individual or group rank ordering. It is anticipated that the most fruitful part of the discussion period will be in the justification and arguments, pro and con, of the factors selected.

Some suggested additional questions are:

1. Are there any major discrepancies between the rank ordering from one situation to another? How can you explain the differences?

[suggested answer: Students will probably conclude that different situations call for exercising of different talents and skills. They will no doubt have seen from the group conclusions that, depending upon the situation, one factor can come to the fore whereas in another different situation, an entirely different factor is paramount.]

2. To what extent does this course, or any course for that matter, help a future leader to attain these characteristics?

[suggested answer: It would be surprising if all group members enthusiastically agreed that any kind of training, especially course training, could raise them to the heights specified by the leadership factors and traits. In the discussion that follows this question, some time should be spent on establishing what other kinds of education would yield the maturity of these values.]

SUGGESTED SOLUTIONS (FOR INSTRUCTOR'S USE ONLY)

		1	2	3	4	5
1.	Five most important factors:	h	a	f	e	j
2.	Five most important factors:	b	i	m	k	l
3.	Five most important factors:	k	g	i	m	o
4.	Five most important factors:	g	m	d	a	k
5.	Five most important factors:	m	n	b	i	h
6.	Five most important factors:	c	a	l	n	k

EVALUATION PROCEDURES

The instructor will be able to evaluate the group response by the leader's rationale for their decisions. The instructor could also assign as a quiz a particular group of factors, and ask the midshipmen to write a brief situation in which these factors would be important. This will give the instructor one more opportunity to weigh each student's capacity to make these leadership value judgments.

DEPTH CORE # 8

COUNSELING ROLE PLAYING

PART VIII

STATEMENT OF INTENT

This depth core segment, a structured role-playing counseling practicum, is designed to give the Midshipman an opportunity to practice counseling techniques learned in Segments IV and V and to evaluate his own performance as a counselor.

OBJECTIVES OF PRESENTATION

1. The M through participation in the session as a counselor will demonstrate his ability to use a variety of counseling approaches as the situations change.
2. The M through participation in the session as a counselee will demonstrate a sympathy with or empathy for a man who is in need of counseling.
3. The M will be able to demonstrate by his participation in the session as observer an analytical ability to evaluate the many facets of the counseling session as specified by the evaluation form.

APPROACH TO PRESENTATION

The instructor will assign members of the group to act as participants as counselor, counselee, or observers. If the class size prohibits all members playing some role, a selected number can be designated as counselor and counselee with the remainder acting as observers/evaluators. Depending on the spontaneity and dramatic capability of the members, the instructor may choose either to distribute the materials prior to the meeting for review and rehearsal, or to distribute the materials at the beginning of the discussion period and rely on student spontaneity. Either approach has its merits. The choice depends on what the instructor feels more comfortable with.

As stated in the handout, each role playing session should last 10 minutes, followed by a discussion period.

STUDENT HANDOUT

COUNSELING ROLE PLAYING

Contents:

A. Introduction

B. Situation Briefs I, "The New Man Aboard", II, " The Unwashed Seaman" and III, "The Slack Squad Leader."

Each of the briefs consists of:

1. Counselor's Brief-outline of the counselor's role in terms of leadership goals.
2. Counselee's Brief-outline of the counselee's problem and point of view.
3. Observer's Evaluation Sheet-structured questionnaire evaluating counseling session.

A. Introduction

This segment is designed to give you an opportunity to use some of the techniques you have learned in segments IV and V. It consists of three hypothetical counseling situations, based on ones you might conceivably encounter either here at the academy, or in your future role as a junior officer.

Each of the role-playing situations must have at least three participants: one in the role of counselor; a second, in that of counselee; and a third, who will act as observer. Each role-playing session will be followed by discussion and evaluation from the class.

Each role-playing session should last approximately 10 minutes. In the discussion period which follows, participants and observers may share their views concerning the effectiveness of the counseling session. The observer's evaluation sheet may be used as a guide to the discussion.

B. Situation Briefs

Pages

I. New Man Aboard

II. The Unwashed Seaman

III. The Slack Squad Leader

Situation Brief 1-1 Counselor

You are Ensign Alfa, Damage Control Officer and Electrical Officer aboard a DD. A new man, Seaman Bravo, has reported aboard the DD and has been assigned to your division. This man was transferred from another DD where he held a poor conduct record. You have called the new man into your cabin for an informal talk, as is your policy when new men are assigned to you.

The information you have on hand concerning the new man is as follows:

Bravo has (1) training and experience in civilian repair shops.
(2) Average scores on Navy Basic Classification tests
(3) No advance in rating for the past two years
- Three mast offenses of increasing seriousness
- Quarterly mark card indicating unsatisfactory performance and conduct

It is likely that Bravo's record led to his transfer to your ship. He has not been aboard long enough to display either good or bad conduct. You have 10 minutes to talk to him.

Situation Brief I-2 Counselee

You are Seaman Bravo, who has just been transferred to a DD from another DD. You had civilian training and practical experience in electrical repair work and thought you would go far in the Navy. You had a reasonably clean record on your first ship until a new chief was placed over you. This man had it in for you for some personal reason and made life very touchy. Under this treatment you ran up a record of mast cases and were unable to rise in rating. You do not feel that you are responsible for all the disciplinary actions. In your opinion, the chief often had you brought to mast unfairly and always made sure that you received the maximum penalty. You hope to start over on the new ship.

Ensign Alfa, your division head on the new ship, has called you to his cabin for a short talk. You would like to tell him the whole story about how you were persecuted by your chief and about how you would like to make a new start. However, you don't want to sound like a cry baby, and decide not to tell him anything about it unless he directly asks why you were transferred.

Evaluation Sheet-1

1. Which counseling approach did the counselor use, directive, non-directive, or eclectic? ____________________
Would another approach have been more suitable? Which one?
____

2. If the directive method was used, which would you say set the essential tone of the session? Check one.

____-advice
____-exhortation
____-explanation
____-reassurance

3. If the non-directive method was used, were the major steps followed? Check each step that was followed.

a. Be prepared____
b. Put man at ease____
c. Establish rapport____
d. Avoid argument or admonishment ____
e. Don't display authority____
f. Listen carefully____
g. Don't advise____
h. Help clarify positive courses of action____

4. If the eclectic approach was used, why? In what areas was the counselor using directive tactics, and in what areas was he using non-directive methods? ____________________
____

5. Was the attitude of the counselor one of acceptance of his counselee? ________________________________

6. Did the counselor attempt to empathize with the counselee, to adopt his frame of reference, to see the situation through his eyes?______________________________

7. Did the counselor leave decision and choices to the counselee? ____________________________________

8. What positive effects (if any) do you think this session had upon:

   the counselor?_______________________

   the counselee?_______________________

9. What negative effects (if any) do you think this session had upon:

   the counselor?_______________________

   the counselee?_______________________

10. Do you think there was a need to call a specialist in this situation? _______________________________

Situation Brief 2-1 Counselor

You, ENS Smart, are a junior officer on a LST with a crew of 80. You have been working on routine maintenance with the crew and found them in general to be a cooperative, hard working group, willing to work the long hard hours during the upkeep period. The leading petty officer has approached you with a problem, however, concerning one of the enlisted men. A seaman apprentice, Murky, has such poor personal cleanliness habits that his compartment mates have complained to the petty officer. The crew's attempts at shaming Murky into improvement had proved unsuccessful. The petty officer has also failed to get Murky to shape up, and has referred the seaman to you for counseling.

You know that Murky has been a poor worker, and has had little formal education and a low GCT rating. He apparently lacks even a rudimentary knowledge of personal hygiene, and his compartment mates complain of his constantly offensive body odor, bad breath, dirty clothes, etc. You realize that unless you can get seaman Murky to change his ways, the morale of your crew will be adversely affected. You have 10 minutes to talk to Murky.

Situation Brief 2-2 Counselee

You are Seaman apprentice Murky aboard an LST. A high school drop-out, you were unemployed for a while and then enlisted in the Navy to avoid the draft. This seemed a good way out of an unpleasant family life for you, since your family was extremely poor and you were just another mouth to feed at home. You have been nagged, ever since you joined the Navy, about your offensive personal habits. You figure that you're never going to get anywhere in the Navy anyway, so why spend extra money, that you'd rather spend on leave, on toilet articles. When you finish work, you're too tired to get your clothes washed. You don't care what the other guys in the compartment think about you. Though the petty officers' admonishment made you change your ways for a while because you thought you would get into trouble, you were too tired to keep up the effort of clean habits. Besides, no one seemed to notice the improvement anyway. ENS Smart has called you to his cabin for what you imagine will be a reprimand.

Evaluation Sheet-2

1. Which counseling approach did the counselor use, directive, non-directive, or eclectic? ____________________
Would another approach have been more suitable? Which one?
____

2. If the directive method was used, which would you say set the essential tone of the session? Check one.
____-advice
____-exhortation
____-explanation
____-reassurance

3. If the non-directive method was used, were the major steps followed? Check each step that was followed.
a. Be prepared____
b. Put man at ease ____
c. Establish rapport____
d. Avoid argument or admonishment____
e. Don't display authority____
f. Listen carefully____
g. Don't advise____
h. Help clarify positive courses of action____

4. If the eclectic approach was used, why? In what areas was the counselor using directive tactics, and in what areas was he using non-directive methods? ________________________
____

5. Was the attitude of the counselor one of acceptance of his counselee? ______________________________

6. Did the counselor attempt to empathize with the counselee, to adopt his frame of reference, to see the situation through his eyes? ______________________________

7. Did the counselor leave decision and choices to the counselee? ______________________________

8. What positive effects (if any) do you think this session had upon:

    the counselor?________________________

    the counselee?________________________

9. What negative effects (if any) do you think this session had upon:

    the counselor?________________________

    the counselee?________________________

10. Do you think there was a need to call a specialist in this situation? ______________________________

Situation Brief 3-1 Counselor

You are MIDN Able, a platoon commander at the Naval Academy. One of your squad leaders, MIDN Baker, has been lax in the performance of his duties as a squad leader. This has come to your attention because several men in his squad have come directly to you, instead of to him, with problems, saying that Able had no time for them. In addition, you have noticed that the plebes in his squad have been repeated offenders in areas which could have been improved with some thorough drilling on the part of their squad leader.

You have called MIDN Baker to your room for counseling, and have consulted for reference the Academy regulations concerning the duties of a squad leader, quoted in full below:

> 0112. DUTIES OF THE SQUAD LEADER
>
> 1. The Squad Leader commands the basic unit of the Brigade. His exercise of command responsibility is therefore essential to the good order, discipline, and morale of the Brigade. He must take a thorough personal interest in each member of his squad, know his problems, be solicitous of his welfare, and exact from him a strict and efficient performance of duty. The Squad Leader will be responsible for the accurate reporting of all absentees in his squad to his platoon mustering petty officer. The Squad Leader, in exercising direct command of his squad, will permanently administer the indoctrination of all fourth classmen in his squad. He will adhere strictly to the current plebe indoctrination regulations.

You have 10 minutes to counsel Baker.

Situation Brief 3-2 Counselee

You are MIDN Baker, a squad leader at the Naval Academy. Although you are happy to have been appointed squad leader, you feel that it is more or less an honorary position, and shouldn't entail any specific work on your part. You have a particularly heavy academic load this semester, and when some of your men approached you with problems, you were too busy with your own work to deal with their problems as well as your own. Besides, you can never recall ever having gone to your squad leader for help, and don't see why you should set a new precedent. You feel that your squad got saddled with some real "losers" for plebes, and there's not much you can do about those who have been repeated offenders. Your Midshipman Platoon Commander has called you to his room for a talk.

Evaluation Sheet-3

1. Which counseling approach did the counselor use, directive, non-directive, or eclectic? ____________________
Would another approach have been more suitable? Which one?
____

2. If the directive method was used, which would you say set the essential tone of the session? Check one.
____-advice
____-exhortation
____-explanation
____-reassurance

3. If the non-directive method was used, were the major steps followed? Check each step that was followed.
a. Be prepared____
b. Put man at ease____
c. Establish rapport____
d. Avoid argument or admonishment ____
e. Don't display authority____
f. Listen carefully____
g. Don't advise____
h. Help clarify positive courses of action____

4. If the eclectic approach was used, why? In what areas was the counselor using directive tactics, and in what areas was he using non-directive methods? ________________
____

5. Was the attitude of the counselor one of acceptance of his counselee? ______________________________

6. Did the counselor attempt to empathize with the counselee, to adopt his frame of reference, to see the situation through his eyes? ______________________________

7. Did the counselor leave decision and choices to the counselee? ______________________________

8. What positive effects (if any) do you think this session had upon:

    the counselor? ____________________

    the counselee? ____________________

9. What negative effects (if any) do you think this session had upon:

    the counselor? ____________________

    the counselee? ____________________

10. Do you think there was a need to call a specialist in this situation? ______________________________

DISCUSSION QUESTIONS AND RESPONSES

The evaluation sheets provide the questions for guidance in the counseling session.

EVALUATION PROCEDURES

Since the evaluations should be based on objectives, and since the instructors may wish to grade the midshipmen on the basis of their contributions and insights, it must be stated that the instructor will have to rely on observation and judgment rather than hard data.

There is no way of determining if a class member really gains an appreciation and sympathy for someone else's problem unless he says something like, "Now I know what it is like to be in that situation." Likewise those midshipmen who act as counselors may be perfectly appropriate in their methodology despite what the instructor may feel is the preferred approach. Perhaps the only rigorous evaluation method is the evaluation sheet which can be collected and graded by what standards the instructor and the group deem as equitable.

DEPTH CORE # 9

RESPONSIBILITY OF
JUNIOR OFFICER COUNSELING

PART VIII

STATEMENT OF INTENT

This instructional unit is designed to show the midshipman where his responsibility lies in the sphere of counseling. The accountability toward his subordinates will be discussed as well as his personal and professional limitations. In many instances the junior officer will assume the role of a father, chaplain, psychologist, or legal officer for his group. Each midshipman should realize that the junior officer must maintain the required confidentiality for privileged information. It is very important that he be aware of his obligations to guide and direct his men in a just course. Likewise, it is imperative that the leader recognize where he should draw the line in determining when the case should be placed in the hands of a professional.

The Naval Officer plays an unusual role in the context of our society. Because of the very nature of his mission he is placed in circumstances where he is often the closest authority figure his men have to depend on. At sea, and at an isolated duty station, the junior officer faces a myriad of responsibilities that his civilian counterpart would not face. These responsibilities are not cut and dry, and are undoubtedly subject to interpretation. It is this subjective decision-making power that will be focused on in this program.

OBJECTIVES OF PRESENTATION

1. The midshipman should be able to draw a line between his responsibility to guide his men, and when he must advise his men to seek professional counsel.
2. Several hypothetical questions and situations should be presented to the midshipman and he, individually, should be required to make the proper decision.
3. The midshipman should be made to realize that he is in no position to "meddle" into his subordinates affair. He is there to help if help is requested or the situation forces him to act in an advisory capacity.
4. The midshipman must also realize that as a "counselor" he should retain a large degree of objectivity and a certain amount of detachment when advising his men.
5. The midshipman must come to realize that the junior officer must maintain the required confidentiality for privileged information.

APPROACH TO PRESENTATION

It has been suggested that advantage be taken of the expertise of several Naval Academy professionals. These professionals, a chaplain, a clinical psychologist, and a legal officer, are the "panel of specialists" in this counseling segment, which is on video tape.

The format is a roundtable discussion by the three specialists, the moderator, and an experienced unrestricted line officer who has been recently in the Fleet and has faced the problems incurred in the areas under discussion. The hearty discussion not only covers the materials but reveals the human, subjective aspects of the problems.

After viewing the tape, the instructor may break up his class into small discussion groups. These discussion groups will analyze various counseling situations similar to those treated in the film. These situations are presented in the student handout. Each discussion group will be responsible for a counseling decision based upon a valid rationale.

From the type of decisions made the instructor should be able to get a "feel" for the students comprehension of the material.

The instructor may choose instead to conduct one class discussion, using the DISCUSSION QUESTIONS sheet.

STUDENT HANDOUT

This sheet contains, in addition to those questions handled by the panel, additional situations which might confront a Junior Officer.

1. My girl friend is pregnant. I don't want to marry her. What should I do?

2. I owe over $300. on my credit cards; I haven't paid my rent in 2 months and they are threatening to evict me. I need money so badly, what should I do?

3. I started popping pills and thought I could control it. I can't. I need help.

4. My parents have just written me that they are getting a divorce. I don't know what to do.

5. The fellows in my compartment all kid me because I believe in a strict interpretation of the Bible and helping others to follow its teachings. This is my life, I don't want to be interfered with.

6. The guys in the squad won't have anything to do with me because they say I smell. I don't know what the problem is, because I never had any problem at home.

7. Sir, I want to transfer. Everybody is against me. I don't get any opportunity to do my best. Even you're against me.

8. I think my wife is cheating on me. I want emergency leave to see if I can catch her.

9. You know I just got busted for getting into that fight. I just don't know how to tell my wife we'll have to live off of $30.00 less a month.

10. I am terribly homesick, I want to go home. If things don't get better I'm going to go UA.

11. Sir, I have been asked to come to you in behalf of the men of our division. Morale seems to be going from bad to worse. We don't know where to put our finger on it but things have to change for the better, or the men want out.

12. Sir, the job I have been stuck with on the ship just isn't up my alley. I didn't spend 2 years at college to chip paint for four years in the Navy. It takes the brain of an ape to do the job I have to do. If the Navy only wants me for chipping paint I want out.

13. I can't decide whether to ship over. I have an offer of a pretty good job on the outside and the way things look now the Navy may not be too important in the future.

14. I want to go to OCS. I have been told I have good leadership ability but I don't meet all of the qualifications.

15. I think I am becoming an alcoholic. I've tried to fight it on my own, but am not having any success. What can I do?

16. I caught one of my shipmates stealing supplies for his personal use, and didn't put him on report as he promised not to do it again. Well, now a valuable piece of equipment is missing and I suspect he is the culprit. What can I do?

17. I haven't heard a word from my wife or parents for over 3 months now. They usually write once a week. I'm going crazy with worry, and have tried to reach them by phone, but get no answer. What shall I do?

DISCUSSION QUESTIONS AND RESPONSES

(For instructor's use only!)

1. As Junior Officers every one of you will sometimes be called upon to decide whether or not a counselee needs to be referred to a professional for help. What are some reasons why you might refer a case to a professional such as a chaplain, psychologist, or legal officer?

Possible Answer: First, the case might clearly be out of the JO's realm - in other words, he could not give any knowledgable advice or help to the counselee. In such cases it is better to admit that he is not qualified to help than to give incorrect or useless advice. Secondly, if a counselee's problem persists even after the JO has counseled him, this also might be a sign that some professional help is needed. Thus, if a counselee comes repeatedly to the JO with the same problem, or, if the JO notices by following up on a counselee that his problem situation has not improved, referral to a professional might be indicated. The most important thing to remember however, is that it is virtually impossible to definitively know when referral is in order. For example, a counselee who breaks down in a counseling session may be perfectly normal and simply break down out of relief at being able to discuss his problem--the catharsis phenomenon. On the other hand, a counselee's inability to control his emotions may be indicative of some deep seated emotional or personality problem which only a psychologist or psychiatrist can treat. Clearly, it is the responsibility of the JO to bring all of his sensitivity, judgement, and background information to bear on each individual case and decide whether referral is in order.

2. In the film you saw some of the professional sources to which you might refer a counselee: i.e., chaplain, legal officer, and psychologist. What are some of the other officers or agencies to whom you might refer a counselee and for what reasons would you make referrals to each?

Possible Answer: Some of the other sources of aid are: agencies and officers such as the Navy Relief Society, the American Red Cross, Training and Education Officer, and Reenlistment Officer. The Navy Relief Society is a semi-official welfare agency which can in an emergency provide financial and other assistance to Navy men and their dependents. They may provide loans or grants due to nonreceipt of pay, or provide emergency medical, dental, or hospital expenses. They may also help with funeral expenses, travel expenses due to emergency leave, and other cases involving family privation or housing problems. The American Red Cross is another agency which can help a man gain information quickly about the health and welfare of his family. The Red Cross can also furnish confidential reports of home conditions for use by commanders in considering application for emergency leave, morale leave, compassionate reassignment, deferment from overseas assignment and dependency or hardship discharge.

The Training and Education Officer formulates plans and coordinates shipboard training programs. He would be helpful to any counselee seeking additional training for advancement. Finally, the Reenlistment Officer can provide individual counsel addressed to the specific needs or problems of a man considering reenlistment.

3. The Instructor may ask further questions regarding the way individual cases were handled by the panel, specifically inquiring of the midshipmen, "Can you suggest another way of handling this case?"

EVALUATION PROCEDURES

The instructor can use the discussion questions and responses to evaluate how much of the film has been assimilated by the group. If he wishes to ensure total participation of the group, he might also question individual members of the group as to whether or not they agreed with the way a particular case in the film was handled.

Additional situations for possible use by discussion groups are included in the STUDENT HANDOUT and may also be used to evaluate the midshipmen's competence in various counseling situations.

DEPTH CORE # 10

ADJUSTMENT AND MALADJUSTMENT/ MENTAL HEALTH AND THERAPY

PART TWO/VIII

STATEMENT OF INTENT

The seriousness of the mental health problem must be impressed upon the midshipmen. Mental illness handicaps the maladjusted individual and affects those with whom he lives and works. It is estimated that one person in ten will at some time in his life be admitted to a mental hospital. While the line officer is incapable of either diagnosing or treating mental illness, he should be competent enough to recognize the symptoms of mental disorder and arrange for referral to competent, trained personnel.

✓

OBJECTIVE OF PRESENTATION

To give the midshipman a description and illustration of current techniques for the prevention as well as the treatment of mental illness. (Part of this objective is accomplished through the showing of the film: "It's a Plot.")

APPROACH TO PRESENTATION

Before showing the movie, "It's a Plot", briefly explain the purpose of the film and the use of the attached student handout (discussion questions). The following point should be made: the midshipmen are not required to view this film from the professional mental health point of view, but from the view of the Naval officer.

During the showing of the movie the instructor may stop it at appropriate points to ask questions. An example is the wardroom scene where LT Peterson says, "Why do guys like that drink?"

Since the film runs 45 minutes, there are three options for handling both the showing of the film and the discussion questions.
Option One: show the entire film, handout the questions and require the midshipmen to attend a second depth core session which would concentrate on the questions.
Option Two: show half of the film and spend the remaining part of the period discussing those questions that apply to what has been viewed.
Option Three: Require that two sessions be spent on the film by repeating the procedure in Option Two, i. e., show and discuss half of the film in the first session, show and discuss the last half of the film in the second session.

STUDENT HANDOUT

Discussion Questions for the film "It's a Plot".

Williams' Problem - Analyze his problem from the standpoint of his motives, frustrations and reaction to the frustration.

1. What defense mechanisms does he exhibit or employ? Give both the category and mechanism employed. Further, explain in one sentence how he displayed it.
2. Does he exhibit any abnormal reactions? If so, are they neurotic or psychotic and which reaction does it indicate? By what means is it displayed?
3. What was the underlying reason he beat-up his wife? What reaction to frustration was he displaying?
4. Which of Maslow's hierarchy of needs does he indicate a need for?
5. In your opinion, why did Mr. Peterson not recognize that Williams had a problem?
6. What action would you recommend be taken by the Executive Officer?
7. What action can be taken to reduce the probability that such incidents as the beach fight are not repeated?
8. What action could have been taken that might have prevented the delay in lowering the Captain's boat?
9. Was the punishment awarded appropriate? Why?
10. Comment on the action by the OOD in allowing Williams to go ashore to make a phone call.
11. Wardroom incident. Should Williams have been allowed to enter the wardroom? Why?
12. What posture or position should an officer assume when talking to a drunk? Why?
13. Discuss the delay in removing Williams from the wardroom.

DISCUSSION QUESTIONS AND RESPONSES

1. What defense mechanisms does he exhibit or employ? Give both the category and mechanism employed. Further, explain in one sentence how he displayed it.

a. Withdrawal (1) Alcohol b. Aggressive reactions (1) Projection - placing blame on others (2) Displacement - beating of wife c. Compromise reaction (1) Rationalization - "I'm a good electrician".

2. Does he exhibit any abnormal reactions? If so, are they neurotic or psychotic and which reaction does it indicate? By what means is it displayed?

a. Psychotic (1) Paranoia - showing aggression. People are plotting against him. Thoughts of persecution because he is better than anyone else.

3. What was the underlying reasons he beat-up his wife? What reaction to frustration was he displaying?

a. Displacement from being angry with the Navy. b. Displacement because of the conduct or hatred for his mother.

4. Which of Maslow's hierarchy of needs does he indicate a need for?

a. His greatest need was that of security and belonging.

5. In your opinion, why did Mr. Peterson not recognize that Williams had a problem?

a. Peterson did not appear to know his men. He was not aware of the difference between normal and abnormal reactions to frustration.
b. Keep in mind that Peterson did not have the opportunity to observe the situations relating to the case that we did in viewing the film.

6. What action would you recommend be taken by the Executive Officer?

a. Get Williams professional help.

7. What action can be taken to reduce the probability that such incidents as the beach fight are not repeated?

a. Provide beach guards. b. Dependable liberty boat schedules.

8. What action could have been taken that might have prevented the delay in lowering the Captain's boat?

a. The OOD checking the boom operation prior to the departure time.

9. Was the punishment awarded appropriate? Why?

a. Punishment should not be degrading. A rated man should not be assigned to chip paint unless he is reduced in rank.

10. Comment on the action by the OOD in allowing Williams to go ashore to make a phone call.

a. The phone booth was beyond the limits of the restriction awarded by the CO unless escorted. Peterson should have been alert to the bag under Williams' arm and questioned it.

11. Wardroom incident. Should Williams have been allowed to enter the wardroom? Why?

a. Williams should not have been allowed to enter the wardroom under the influence of alcohol. An officer should not attempt to resolve a serious problem with a drunken subordinate.

12. What posture or position should an officer assume when talking to a drunk? Why?

a. Mr. Peterson and the XO should have stood up. When confronted with a possibly hostile drunk, an officer should be in a position to defend himself, Williams could have stumbled and knocked both Peterson and the XO over, which would have been most embarrassing.
A man in Williams' condition feels a psychological advantage when looking down on someone he is angry with.

13. Discuss the delay in removing Williams from the wardroom.

The Duty Master-At-Arms (DMA) was instructed to remove Williams the third time before he finally departed, then it was only when he (Williams) decided to go.
A well discipline DMA would have removed him after being told to do it the first time.

EVALUATION PROCEDURES

The instructor here has two options.

Option One: if he wishes to assign a grade for this depth core(s), he can prepare a quiz using selected questions from the student handout.

Option Two: on the basis of discussion responses in the class he will be able to determine the degree to which the midshipmen understand the basic objectives of this depth core.

DEPTH CORE # 11

DESIGN OF NEW ENLISTED PERFORMANCE EVALUATION FORM

PART XI

STATEMENT OF INTENT

The Report of Enlisted Performance Evaluation [NAVPERS 792 (Rev 6-65)] is the instrument used to:

1. Determine eligibility for reenlistment, honorable discharge, and award of good conduct medals.
2. Give the Commanding Officer the prerogative of definitely influencing the advancement of outstanding personnel.
3. Select personnel for advancement in rate, assignment to special duties, special educational programs, and for appointment to commissioned status.

The report attempts to avoid the pitfalls of requiring judgments on such abstract terms as "leadership quality" - which clearly could mean several different things to several different people. This has been done by requiring the evaluator to use a rating scale, a device for improving the objectivity of impressions.

The scale requires the evaluator to rate the men's performance on a scale of 10 in 5 specific areas, and provides room for any additional comments and explanation. Even with this added objectivity, the rating scale is still not a perfect instrument for evaluating performance. The purpose of this depth core is to suggest and discuss some of the areas on the "Report" which might be improved and to discuss the possible repercussions of a change.

OBJECTIVE OF PRESENTATION

The midshipmen will suggest possible changes to the present "Report of Enlisted Performance Evaluation" and discuss the possible impact of such changes.

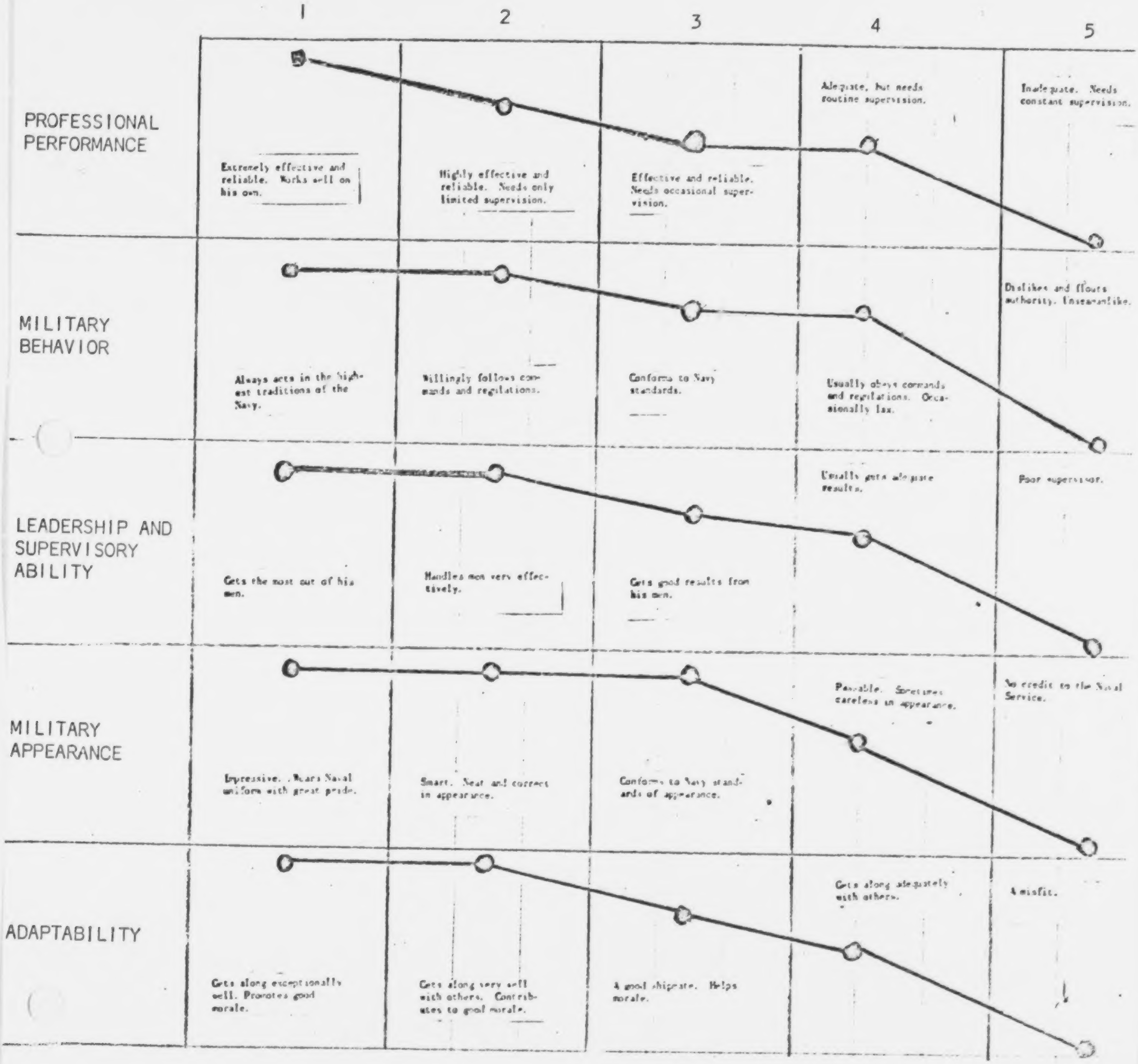
APPROACH TO PRESENTATION

The instructor will begin the session by reviewing briefly with the class the purpose of the Enlisted Performance Evaluation Report. He will present the class with the suggested criticism - illustrated in chart form on Student Handout # 1, and described in discussion question on page 11-8. The object of the class will be to decide whether or not the suggested criticism is indeed valid, and if so, how the form could be improved.

STUDENT HANDOUT 1

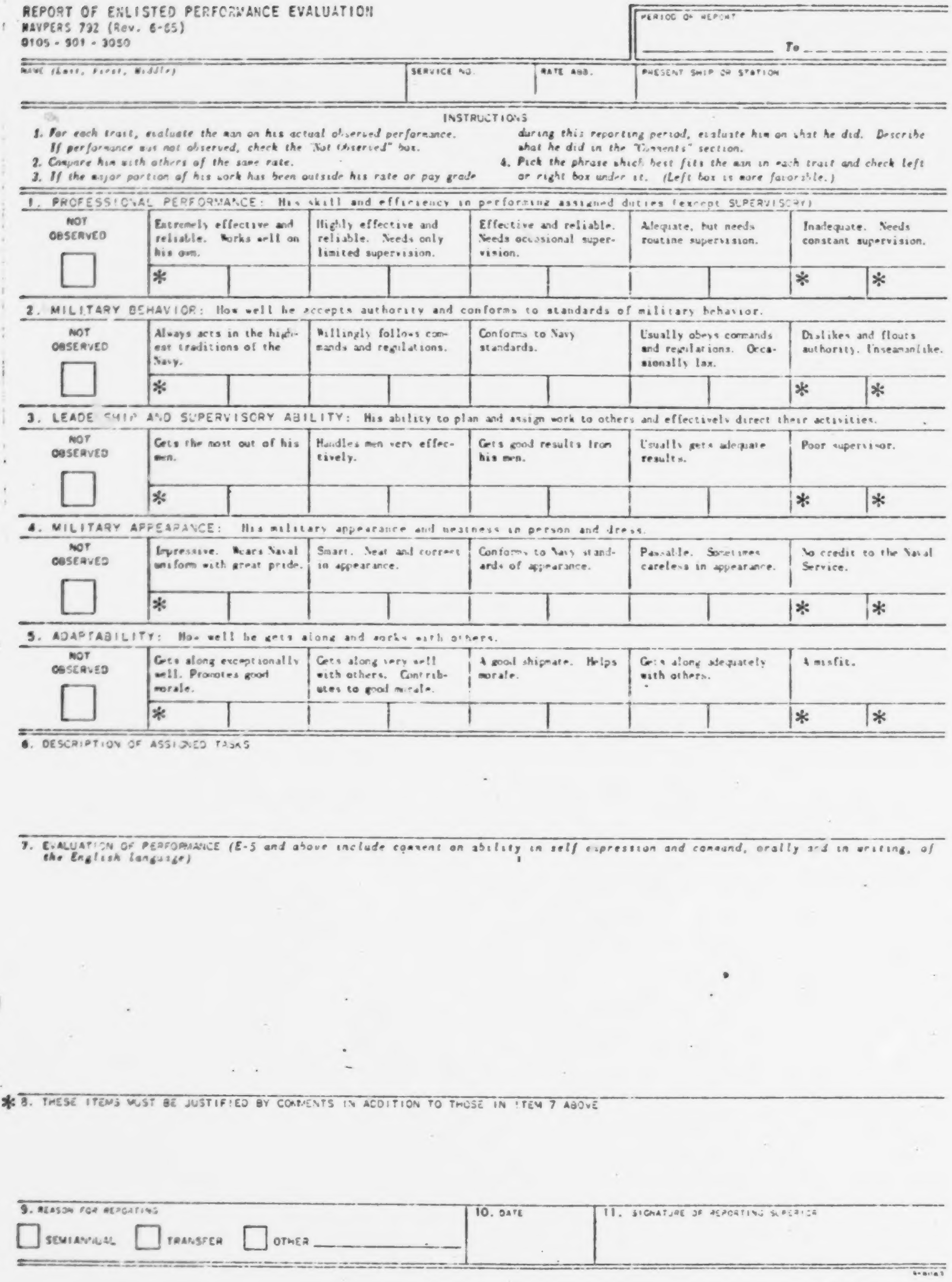
SCHEMATIZED VERSION OF RATING SCALE

The graph below shows how the five descriptive terms used in categories 1 through 5 on the present rating scale might be compared in terms of "curves" of quality.



	1	2	3	4	5
PROFESSIONAL PERFORMANCE	Extremely effective and reliable. Works well on his own.	Highly effective and reliable. Needs only limited supervision.	Effective and reliable. Needs occasional supervision.	Adequate, but needs routine supervision.	Inadequate. Needs constant supervision.
MILITARY BEHAVIOR	Always acts in the highest traditions of the Navy.	Willingly follows commands and regulations.	Conforms to Navy standards.	Usually obeys commands and regulations. Occasionally lax.	Dislikes and flouts authority. Unseamanlike.
LEADERSHIP AND SUPERVISORY ABILITY	Gets the most out of his men.	Handles men very effectively.	Gets good results from his men.	Usually gets adequate results.	Poor supervisor.
MILITARY APPEARANCE	Impressive. Wears Naval uniform with great pride.	Smart. Neat and correct in appearance.	Conforms to Navy standards of appearance.	Passable. Sometimes careless in appearance.	No credit to the Naval Service.
ADAPTABILITY	Gets along exceptionally well. Promotes good morale.	Gets along very well with others. Contributes to good morale.	A good shipmate. Helps morale.	Gets along adequately with others.	A misfit.

STUDENT HANDOUT 2



REPORT OF ENLISTED PERFORMANCE EVALUATION
NAVPERS 792 (Rev. 6-65)
0105 - 901 - 3050

PERIOD OF REPORT
____________ To ____________

NAME (Last, First, Middle)	SERVICE NO.	RATE ABB.	PRESENT SHIP OR STATION

INSTRUCTIONS

1. For each trait, evaluate the man on his actual observed performance. If performance was not observed, check the "Not Observed" box.
2. Compare him with others of the same rate.
3. If the major portion of his work has been outside his rate or pay grade during this reporting period, evaluate him on what he did. Describe what he did in the "Comments" section.
4. Pick the phrase which best fits the man in each trait and check left or right box under it. (Left box is more favorable.)

1. PROFESSIONAL PERFORMANCE: His skill and efficiency in performing assigned duties (except SUPERVISORY)

NOT OBSERVED	Extremely effective and reliable. Works well on his own.	Highly effective and reliable. Needs only limited supervision.	Effective and reliable. Needs occasional supervision.	Adequate, but needs routine supervision.	Inadequate. Needs constant supervision.
☐	* ☐ ☐	☐ ☐	☐ ☐	☐ ☐	* ☐ * ☐

2. MILITARY BEHAVIOR: How well he accepts authority and conforms to standards of military behavior.

NOT OBSERVED	Always acts in the highest traditions of the Navy.	Willingly follows commands and regulations.	Conforms to Navy standards.	Usually obeys commands and regulations. Occasionally lax.	Dislikes and flouts authority. Unseamanlike.
☐	* ☐ ☐	☐ ☐	☐ ☐	☐ ☐	* ☐ * ☐

3. LEADERSHIP AND SUPERVISORY ABILITY: His ability to plan and assign work to others and effectively direct their activities.

NOT OBSERVED	Gets the most out of his men.	Handles men very effectively.	Gets good results from his men.	Usually gets adequate results.	Poor supervisor.
☐	* ☐ ☐	☐ ☐	☐ ☐	☐ ☐	* ☐ * ☐

4. MILITARY APPEARANCE: His military appearance and neatness in person and dress.

NOT OBSERVED	Impressive. Wears Naval uniform with great pride.	Smart. Neat and correct in appearance.	Conforms to Navy standards of appearance.	Passable. Sometimes careless in appearance.	No credit to the Naval Service.
☐	* ☐ ☐	☐ ☐	☐ ☐	☐ ☐	* ☐ * ☐

5. ADAPTABILITY: How well he gets along and works with others.

NOT OBSERVED	Gets along exceptionally well. Promotes good morale.	Gets along very well with others. Contributes to good morale.	A good shipmate. Helps morale.	Gets along adequately with others.	A misfit.
☐	* ☐ ☐	☐ ☐	☐ ☐	☐ ☐	* ☐ * ☐

6. DESCRIPTION OF ASSIGNED TASKS

7. EVALUATION OF PERFORMANCE (E-5 and above include comment on ability in self expression and command, orally and in writing, of the English language)

* 8. THESE ITEMS MUST BE JUSTIFIED BY COMMENTS IN ADDITION TO THOSE IN ITEM 7 ABOVE

9. REASON FOR REPORTING ☐ SEMIANNUAL ☐ TRANSFER ☐ OTHER ________	10. DATE	11. SIGNATURE OF REPORTING SUPERIOR

(Front)

STUDENT HANDOUT 2

NAVPERS 792 (Rev. 6-65) BACK

12. SERVICE SCHOOL(S) ATTENDED DURING PERIOD OF THIS REPORT

INCLUSIVE DATES	SCHOOL	GRADUATED (YES-NO)	CLASS STANDING

13. SPECIAL QUALIFICATIONS NOT INDICATED BY RATING OR PRIMARY NEC ATTAINED DURING PERIOD OF THIS REPORT

14. OFF-DUTY EDUCATIONAL ACHIEVEMENTS *(USAFI, college courses, correspondence courses, etc.)* COMPLETED DURING PERIOD OF THIS REPORT.

GPO 872-507

(Back)

DISCUSSION QUESTIONS AND RESPONSES

(For Instructor's use only!)

Instructor may choose to use one or both of the numbered items below for discussion.

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1. One criticism which might be directed at the present evaluation scale is that the headings along the top of the grid (especially the first three columns) fail to make a clear enough distinction in quality or quantity. The handout contains a chart which illustrates how the scale seems to be weighted toward the positive side, without adequately differentiating levels of excellence. For example, look at the first trait measured, Professional Performance, and see how the first three headings make it necessary for the evaluating officer to differentiate between "extremely effective," "highly effective," and "effective and reliable."

Questions: Is this criticism valid? Is there a difference between these three? How does one decide this difference? How might this difficulty be remedied? Does the same problem exist in the scale headings for the other four traits?

Possible Answers: The students will probably differ in their views as to whether or not this criticism is valid. Some may argue that it is possible to differentiate between the terms, and that when the terms apply to actual individuals it is quite easy to place one person's professional performance in the "highly effective" category, whereas another's in the "extremely effective" category, etc. Others may agree that the criticism is valid, and if so, might suggest some better, more easily quantified terms to substitute for the vague ones. They might create a "revised scale" indicating their final suggestions for headings.

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2. Another criticism which might be directed at the present evaluation scale is that there is too much room for discrimination on the positive side - categories 1 - 4 are all basically positive in nature, whereas there is too little room for discrimination on the negative side - category 5 is the only truly negative one. Note on the handout chart how the headings for columns four and five take a "nose dive" from "adequate" and "passable" to "inadequate," "no credit to the naval service," and "a misfit."

(Continued)

Questions: Do you think this sudden drop is justified? Should there be a better range of values indicated across the top of the scale, especially since it is a well known, though unofficial, fact that anyone rated in the fourth column will be "passed over?" How well would this present scale translate into a letter grading system?

Possible Answers: There will probably be some discussion as to whether or not the "middle ground" should be expanded on the scale, as this would make it seem, especially to outsiders, that "average" men were being advanced, when in truth, only above average men should be advanced. Students might suggest that the scale be made more "realistic" in its range by changing the fourth column heading to something which implies barely sufficient performance. If one were to equate the present scale with the average letter grading system, A - F, the fourth column would be D+ and D- and it is questionable whether such descriptions as "adequate" or "usually obeys commands" fit the D+ and D- category.

Additional Question for consideration by the Midshipmen:

Are there any areas or skills which you feel the enlisted performance evaluation fails to reflect? How might they be included in the form?

EVALUATION PROCEDURES

This depth core is designed primarily as a exercise to prepare the midshipmen for the task they will eventually perform, namely, that of filling out Enlisted Performance Evaluation Reports. The instructor might wish to give the midshipmen additional practice with the form by assigning each one the task of evaluating several of his company or class members as if they were enlisted men under his command. Another possible evaluation technique might be to give as a homework assignment the task of "revising" the present form.

DEPTH CORE # 12

(Dropped from the syllabus)

DEPTH CORE # 13

RACE RELATIONS

Single Concept Film and Discussion

STATEMENT OF INTENT

This depth core segment is intended to give the midshipmen an opportunity to assess their own personal standpoint with regard to the Race Relations problem, and to give them some ideas as to how they, as future officers, can effectively deal with the problem. The filmed lecture "Black Awareness in the Armed Forces," by Major Ed Green, will be presented and discussed as one example of how an officer should view the problem. The film will be used as a focal point around which the midshipmen may structure and explore their own ideas as to how the problem can be dealt with.

It has been suggested * that the problem of Race Relations be dealt with from the following aspects:

1) What can be done about the problem of "Black Separatism?"
2) What can be done about the problem of Race Relations at the Naval Academy?
3) What can be done about Race Relations in the Fleet?
4) How can we best train midshipmen so that they are aware of the various aspects of the problem, and provided with ideas on how best to approach the problem in their capacity as Junior Officers?

This depth core will ask all of these questions, and suggest some solutions.

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* see memo, 1 Oct 1970, from Asst Prof Boys re Capt Boyd's suggestions

OBJECTIVES OF PRESENTATION

1. The midshipmen will view the film "Black Awareness in the Armed Forces" and discuss the problem of Race Relations in the Navy in the light of (1) the issues raised by Major Green, and (2) the approach used by Major Green.
2. The discussion of the film will give the midshipmen an opportunity to examine and interpret their own attitudes and feelings about Race Relations and help them to gain an insight into ways in which they can cope with these attitudes and feelings in carrying out their leadership roles.
3. By participating in this depth core session the midshipmen will develop an increased sensitivity toward the many and deep seated aspects of the Race Relations problem and thereby be more likely to identify and effectively deal with such problems when they occur in units under his command. In short, as Major Green so succinctly stated in his lecture, the midshipmen should not have to "muddle through" any Race Relations problem but should rather, be prepared and able to "effectively handle" it.

APPROACH TO PRESENTATION

The instructor will briefly introduce the film, and then show it. Afterwards, he will lead the group in a discussion centered around the suggested questions on the sheet Discussion Questions and Responses. The instructor should keep in mind as the discussion unfolds that the object of this session is to help the midshipmen be prepared to cope with Race Relations problems. This means that as many students as possible should be encouraged to participate, since both group and individual will benefit from many and diverse viewpoints and ideas.

DISCUSSION QUESTIONS AND RESPONSES

1. How would you describe Major Green's approach to the Race Relations problem? Is it effective? In what ways?

Possible Response: Major Green traces the problem of Race Relations in America back to its historical roots, and explains how the problem differs from other prejudice problems here. He further explores and explains some of the unsung contributions made by black Americans in the nation's military conflicts. Finally, he deals with the problem of black separatism and suggests that this is a reasonable and predictable product of white racism.

His approach is outstanding, due to the fact that he is an excellent speaker, is obviously "involved" and is not afraid to shatter illusions or to speak the truth before his audience. The fact that he, a black, is a Major in a respected branch of the military, lends additional force and credibility to his arguments.

2. Major Green touches upon the subject of Race Relations as they are manifested in the Academy (namely, the Sunday breakfast table incident). He suggests that the separate table in itself is not a problem, that separatism would become a problem only if a white midshipman were not allowed to sit there, or if a black midshipman were refused a seat at an all white table. Do you think this might occur at the Naval Academy? Why or why not? Can you cite instances where this discrimination has occurred in your Academy experience? How might his approach to this situation help you in dealing with a racially mixed unit?

Possible Response: The students may or may not be able to cite instances of unofficial exclusion of blacks at the Naval Academy. They will probably suggest that one of the reasons why there is little racial tension at the Academy is that the number of black midshipmen is relatively small, the practice of discrimination is not in line with the overall goals of the Navy, and that being prejudiced would conflict with one of the strongest needs of a midshipmen, namely, to be accepted as an exemplary member of the Brigade. Whatever instances the midshipmen might be able to cite of discrimination at the Academy will probably be from civilian contact or from unofficial activity, such as social events. The students should be encouraged to suggest ways of dealing with such occurrences. There might be some students who feel that separatism such as the black midshipmen's sitting at a separate table, is a problem; if so, they should be able to offer an explanation or justification for this view, e.g., the separate group might develop goals which are in conflict with those of the Academy, or try to exert pressure to gain some special recognition or privilege.

3. To what extent is Race Relations a problem in the fleet?

Possible Response: The problem occurs to a much greater extent in the fleet than in the rather select group that is the Naval Academy. Reasons for this are: 1) men who join the Navy come already filled with attitudes, prejudices, and biases which they accumulated in the civilian world, and in the often close, tense, contact that is required by Naval life, these prejudices lead to conflict; 2) there are much higher numbers of black group members. The midshipmen can here suggest a number of ways that conflict may often, but not inevitably, be avoided; or justly dealt with should it occur. The instructor may cite research with mixed units that shows that close contact helps eliminate negative attitudes and prejudices. Finally, he might ask the midshipmen how they would deal with a racially mixed group.

4. Do you think you would be able to handle a Race Relations problem without being biased by your own prejudices? Would you feel competent to give a lecture such as Major Green's to a man whose prejudiced behavior was disturbing the smooth running of your unit?

Possible Response: The desirable response here would be that the officer who faced such a problem either in his own attitude, or that of a subordinate, would be wise to follow Major Green's example and realize that if "you're not a part of the solution you're part of the problem." He should "tell it like it is", making it clear to the subordinate that the Navy has no place for personal biases, that there is a "job to be done." Another important point which the midshipmen will probably come. up with is that they, as officers, will be setting the example for the men under them, and that prejudicial behavior on their part is only likely to cause similar behavior from subordinates.

EVALUATION PROCEDURES

One way that the instructor might evaluate just how much of the film and discussion was assimilated by the midshipmen would be to assign a typical Race Relations problem as homework. Each midshipmen would be required to write a brief explanation of how he would handle the situation. Examples for this purpose are attached. The responses should be judged by the instructor on the basis of whether or not they apply one or more of the approaches suggested in the depth core lecture or discussion.

Example # 1

You are a Junior Officer assigned to a shore station. Your unit is a mixed one, approximately 18% are black. One of the black enlisted men requests permission for himself, and the other black men in the unit, to be granted special liberty in honor of Martin Luther King Day. Your unit is presently engaged in a special project that would make it inconvenient, but not impossible, to grant the men this special liberty. What would you do?

Example # 2

You are a Junior Officer on duty at an urban Naval Base. You are walking from one building to another when colors sounds, and you observe two black enlisted men saluting with the Black Power salute. They are clearly aware that you have seen them. What would you do?

Example # 3

You are a Division Officer aboard an aircraft carrier. One of the enlisted men in your division has been put on report for violating a smoking rule, and comes to you with the complaint that he was put on report "because he is black", and that other, white enlisted men were also smoking, but were not put on report. What would you do?

DEPTH CORE # 14

THE DRUG PROBLEM AND DRUG AWARENESS

PART XII

STATEMENT OF INTENT

The problem of drug abuse in the Armed Forces as well as in civilian life has become a topic of increasing concern and often heated controversy. The object of this depth core is not simply to inform the midshipmen about the various kinds of drugs, their effects, characteristics, etc. This information is readily available to him in any number of pamphlets, books and films on the subject. The object of this depth core is, rather, to prepare the midshipmen to deal with some of the usual misconceptions about drug use, and to thus make him better able to educate his subordinates in drug awareness.

The session centers around one leader's effective, though controversial approach to drug awareness education. The midshipmen will view a portion of the film "Drug Awareness" by CPO Donald Methlie, and then participate in a discussion about his approach. It is difficult to imagine any thinking individual who could view this film and not have at least one comment, either positive or negative, regarding Methlie's approach to the problem. Even though the midshipmen may lack Methlie's special talent as a public speaker, or his depth of experience in the field of drug control, they cannot help but glean some valuable techniques which may prove helpful to them in trying to work out their own personal approach to dealing with and preventing drug abuse.

OBJECTIVES OF PRESENTATION

1. The midshipman who participates in this depth core will gain an increased awareness of the potential role a leader may play in educating his subordinates in "drug awareness."
2. The midshipman will have the opportunity to learn some valuable lessons in effective, constructive, propaganda. Methlie's approach may be controversial, but it leaves no one unmoved.
3. The midshipman will be better able to handle drug awareness education among his subordinates after analyzing the methods which are most effective in "reaching" certain audiences.
4. The midshipman will learn how his own personal attitudes regarding the drug problem must be influenced by his responsibility as a leader.

APPROACH TO PRESENTATION

The instructor has any number of options as to how he wishes to use the materials of this depth core. The film is at his disposal, and may be used either in part or in full, depending on whether or not he wishes to have the midshipmen discuss the film. Thus, he may wish to set up the session as 25 minutes of film, 25 minutes "rap session"; 15 minutes of film, then 35 minutes of "rap session"; or any other similar combination. He may prefer to show the film in its entirety, though this will take somewhat longer than the 50 minutes usually allotted a depth core session.

Suggested breaking points are shown in the rough draft of the script which is packed with the film.

If the instructor wishes to use the discussion approach, he should show as much of the film as he deems appropriate, and then proceed with the discussion using the format suggested in Discussion Questions and Responses. The object of the discussion is to enable as many midshipmen as possible to express their views on the effectiveness of the Methlie approach to drug awareness education, and to arrive at some concensus of opinion regarding the Junior Officer's role in combatting the drug problem.

DISCUSSION QUESTIONS AND RESPONSES

(For Instructor's use only!)

1. How would you describe CPO Methlie's approach to the drug problem? Is it effective? In what respects? Can you suggest some other approaches that might be equally, if not more, effective?

Possible Answer:

It is anticipated that there will be a great diversity of opinion as to the effectiveness of CPO Methlie's approach. Some students will probably think that the high powered, belligerent approach is a good one, that it is "fighting fire with fire", since Methlie systematically discounts or disproves practically every argument advocating the use of drugs. Some other strong points which students may cite are Methlie's use of facts and figures to document his claims, his appeal to the intelligence and common sense of the men, and his incontestable appeal that no matter what, use of drugs is "against the law". All of these strong points help him to make an effective case against the use of illegal drugs. However, there may be students who disagree or disapprove of Methlie's scare tactics, and who are "turned off" by his fiery approach. These students may cite research which suggests that fear-arousing messages often block, rather than aid, acceptance of an appeal by causing "defense avoidance", the feeling that "this frightening message doesn't apply to me" etc. (see Morgan and King's Introduction to Psychology, pp. 612, 613.) which cites case studies to support this view) Morgan and King also point out, however, that if a person knows or feels that he is in real danger, he is not so likely to shrug off or resist the "scare" warning. Thus, Methlie's tactics just might reach those men who are most in danger of becoming seriously involved in drug abuse, i.e., those who are regularly smoking marijuana or taking pills. Some lively discussion will doubtless follow on this point. (Note: The instructor might stimulate it by "playing the devil's advocate" and introducing the information on "defense avoidance" should it not arise spontaneously from the student's discussion.) Finally, students should have some suggestions as to other ways of lecturing the men on the drug abuse problem, perhaps having a medical doctor or a former addict lecture on his experiences.

2. How can you as a Junior Officer help fight or prevent drug abuse?

Possible Answer:

There are any number of ways that a Junior Officer can help aid in fighting and preventing drug abuse. First of all, he can see to it that his attitude toward drugs is not permissive or lenient, as attitudes of seniors are likely to be imitated by subordinates. Secondly, he can see to it that his men are informed of the dangers of drug abuse, and stress that in his position of authority and responsibility, he cannot condone or even argue about the acceptability of drug use, since it is clearly illegal. When he suspects or is informed of cases of drug abuse among his men, he is responsible for reporting them to the proper authority or authorities. Finally, he should keep himself reasonably well informed on the subject of drugs, and make sure that such information is available to his men.

EVALUATION PROCEDURES

The most effective evaluation measure for this depth core would be to assign each midshipman the task of writing a brief statement of his own attitude toward drug abuse in the Naval Service. The statement should be brief, but based on a definite, clearly stated rationale. The instructor may judge from these statements how well-prepared a midshipman, as Junior Officer, will be to deal with any drug abuse problems that might arise in his unit.

DEPTH CORE # 15

THE LEADER AND THE SITUATION

PART XII

STATEMENT OF INTENT

This depth core session is designed to acquaint the Midshipmen, in a seminar fashion, with one possible application of the Fiedler Contingency Model. By participating in the classroom experiment (which is essentially an abbreviated version of one of Professor Fiedler's experiments) the Midshipmen will actually see how one aspect of the Fiedler's model works, i.e., how LPC score and situation favorableness interact. This depth core is by no means intended to constitute a valid experiment. It would be clearly impractical, if not impossible, to duplicate in a classroom situation the controlled laboratory conditions, trained experimenters, and considerable numbers of subjects which were necessary to test the Fiedler model.

The two experimental tasks are included so that the class may have an opportunity to view and judge a leader's behavior in the light of his known LPC score. The purpose of conducting the tasks is not so much to see whether the task can be completed correctly by that particular leader, but rather, to see whether or not Fiedler's hypothesis regarding the relationship between LPC score and situation favorableness holds true for that particular leader and situation.

The present materials allow for the students to judge a low LPC leader in either of two situations - one favorable, one unfavorable. It might be interesting to conduct the same two tasks using a high LPC leader and compare the results in the light of Fiedler's hypothesis.

OBJECTIVE OF PRESENTATION

The Midshipmen will participate in and discuss one application of the Fiedler Contingency Model. They will observe a leader's performance in an experimental task situation considered "unfavorable" in Fiedler's terms, and evaluate the leader's performance in view of his LPC-score. Even if the experimental leader does not prove representative of the Fiedler hypothesis, the Midshipmen will nonetheless benefit from the discussion. They will gain some insight as to how the LPC-score relates to the experimental situation.

APPROACH TO PRESENTATION

Before class, the instructor should select one student from his group who has received a significantly low LPC score. (The scores are available to the instructors at the Academy, but should it prove more convenient, the instructor could ask his class to fill out an LPC scale at some time before the depth core session.) *

The instructor has two options for presenting this depth core:

Option One - He may conduct Task 1 in class as specified in instructor's materials.

Option Two - He may conduct Task 2, instead of Task 1, in class, and adjust the comments in the Outline for Class Discussion so that they pertain to low LPC leader/favorable situation.

When the class convenes, the instructor will appoint and introduce the "leader" (or member "A" and appoint group members "B" and "C". He should give the leader the instructions for the task, and give the rest of the class the handout. The class will be instructed to observe the task as it is being carried out, and to fill out the questionnaires accordingly. The instructor will time the task, (Task 1 - 15 minutes, Task 2 - 20 minutes) and then conduct the discussion afterwards.

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* "The LPC score is obtained by simply summing the item scores on the scale sheet describing the individual's least preferred co-worker. In terms of average item scores, the means for various samples, expressed as mean item scores, range from 3.19 to 4.13 Low LPC scores run from 1.2 to 2.2; high LPC scores range from about 4.1 to 5.7."

Fiedler, A Theory of Leadership Effectiveness, page 44.

INSTRUCTOR'S MATERIALS

These materials consist of:

1.	An LPC Questionnaire	(page 15-5)
2.	Materials to be given chosen leader of Task # 1	(page 15-6)
3.	Outline for class discussion	(pages 15-7 thru 15-9)
4.	Student Handout, to be given to observing members of class	(pages 15-10 a and b)

L P C

Name______________________________

Think of all the individuals with whom you have ever worked. Now think of the person with whom you can work least well. He may be someone you work with now, or he may be someone you knew in the past.

He does not have to be the person you like least well, but should be the person with whom you had the most difficulty in getting a job done. Describe this person as he appears to you. Please note that there should be one and only one check mark on each line.

Pleasant	8	7	6	5	4	3	2	1	Unpleasant
Friendly	8	7	6	5	4	3	2	1	Unfriendly
Rejecting	1	2	3	4	5	6	7	8	Accepting
Helpful	8	7	6	5	4	3	2	1	Frustrating
Unenthusiastic	1	2	3	4	5	6	7	8	Enthusiastic
Lots of fun	8	7	6	5	4	3	2	1	Serious
Tense	1	2	3	4	5	6	7	8	Relaxed
Distant	1	2	3	4	5	6	7	8	Close
Cold	1	2	3	4	5	6	7	8	Warm
Cooperative	8	7	6	5	4	3	2	1	Uncooperative
Supportive	8	7	6	5	4	3	2	1	Hostile
Boring	1	2	3	4	5	6	7	8	Interesting
Quarrelsome	1	2	3	4	5	6	7	8	Harmonious
Self-Assured	8	7	6	5	4	3	2	1	Hestitant
Efficient	8	7	6	5	4	3	2	1	Inefficient
Gloomy	1	2	3	4	5	6	7	8	Cheerful
Open	8	7	6	5	4	3	2	1	Guarded

EXPERIMENTAL TASK #1

LEADER'S INSTRUCTIONS

(To be given to designated leader by instructor)

The U. S. Civil Service Commission has expressed considerable concern during the past few years about the small number of highly imaginative, intelligent young men who enter government service.

The Civil Service Commission has asked your committee to cooperate in the effort of inducing bright young college students to enter as junior executives. As part of this drive, you have been asked to write a statement of no more than 200 words, to be distributed to college students at the beginning of their senior year, urging them to enter into a government career.

You will have 15 minutes for this task. You will be given a warning after 10 minutes.

PLEASE WRITE LEGIBLY

OUTLINE OF CLASS DISCUSSION

(For Instructor Only!)

I. General explanation of meaning of LPC Scores

   A. Implicit personality theory

      1. High-LPC score tells us in effect that the leader considers the person with whom he is least able to work on a common task might still be a reasonably nice, intelligent, competent individual. He distinguishes between the person and the way he works, separates performance and personality.

      2. Low-LPC leader describes his least preferred coworker in a very negative, rejecting manner. Low-LPC leader says in effect that the person with whom he cannot work is uncooperative, unintelligent, incompetent, etc.; he links performance with personality.

   B. Need gratification

      1. High-LPC leader obtains need satisfaction and reinforcement by achieving a position of prominence, and good interpersonal relations. These needs must be gratified by interacting with others.

      2. Low-LPC leader obtains need satisfaction or reinforcement through achievement in assigned tasks, or through intrinsic satisfaction of the work he performs. He is less concerned with outside recognition and good interpersonal relations. Self esteem and need gratification come from feeling he has done a good job.

[Question for Part I of Outline: What kind of leader do you think our experimental leader was? High-LPC or Low-LPC? Explain.

Answer: It is hoped that the leader exhibited enough of the characteristics of the Low-LPC in the experimental task for the students to classify him correctly. If they cannot guess, the instructor should tell them that he is a Low-LPC leader.]

II. Fiedler's interpretation of "situation favorableness"

A. Definition: Favorableness of the situation refers to the degree to which the situation enables the leader to exert influence over his group.

B. Structured task--in which leader's role is clearly defined, in which there are definite steps or procedures and a definite goal to be reached is more favorable situation for a low-LPC leader than an unstructured task--in which leader's role is vague. Unstructured tasks provide less opportunity for leader to exert influence since there is no order or procedure for him to enforce, and a less clearly defined goal.

[Question for Part II of Outline: Was the situation favorable or unfavorable in the task you saw enacted today? Was the task structured or unstructured?

Answer: The situation was, according to definition, unfavorable and the task was unstructured.]

III. Relation between situation favorableness and LPC score

A. Hypothesis: That in situations which provide little opportunity for influence and control over the group, the leader experiences a threat to his need gratification and therefore exerts greater effort to achieve his goal. Under these "unfavorable for leader" conditions, the High-LPC leader will intensify his interaction with the group and his attempt to gain prominence in the eyes of his group members. The low LPC leader will become more concerned with the task relevant aspects of the interaction and less concerned with maintaining pleasant, rewarding relationships.

B. Experimental situation: An experiment has been conducted in the classroom using a leader whose LPC score was low, and a task which fits the "unfavorable" situation category.

[Questions for Part III of Outline: How did the experimental leader perform the task?

Answer: See evaluation sheets. Letter can be evaluated quickly by the class.

How well did our experimental leader fit the hypothesis?

Answer: Because he has a Low-LPC score our "leader" should, according to the hypothesis, react to an unfavorable situation by increasing his concern for the task, so that he can experience the feeling of having done a good job. Whether or not his group likes him, or whether or not he should heed their ideas, should become secondary to him. The main thing, as he sees it, is to "get the job done!" (The students here can cite individual examples from the experiment to support whether the leader's behavior did or did not fit the Fiedler hypothesis.

STUDENT HANDOUT

LEADER BEHAVIOR QUESTIONNAIRE

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

Please indicate on the following scales to what extent each statement describes the leader.

1. He did things to make it pleasant to be a member of his group.

very true   not at all
of him :____:____:____:____:____:____:____:____: true of him
            8   7   6   5   4   3   2   1

2. He let the group members know what was expected of them.

very true   not at all
of him :____:____:____:____:____:____:____:____: true of him
            8   7   6   5   4   3   2   1

3. He did not write anything down without first consulting the other group members.

very true   not at all
of him :____:____:____:____:____:____:____:____: true of him
            8   7   6   5   4   3   2   1

4. He treated all group members as his equals.

very true   not at all
of him :____:____:____✓____:____:____:____:____: true of him
            8   7   6   5   4   3   2   1

5. He formulated his own ideas and made them available to the group at an early stage.

very true   not at all
of him :____:____:____:____:____:____:____:____: true of him
            8   7   6   5   4   3   2   1

6. He made sure the feelings of the members were not hurt.

very true   not at all
of him :____:____:____:____:____:____:____:____: true of him
            8   7   6   5   4   3   2   1

7. He insisted that group members concentrate their efforts on turning out the best possible group products.

very true   not at all
of him :____:____:____:____:____:____:____:____: true of him
            8   7   6   5   4   3   2   1

8. He ruled with an iron hand.

very true   not at all
of him :____:____:____:____:____:____:____:____: true of him
            8   7   6   5   4   3   2   1

9. He assigned group members to specific tasks.

very true of him :____:____:____:____:____:____:____:____: not at all true of him
8 7 6 5 4 3 2 1

10. He was open to suggestions about changes in group procedures.

very true of him :____:____:____:____:____:____:____:____: not at all true of him
8 7 6 5 4 3 2 1

EVALUATION PROCEDURES

This depth core has been designed as a learning rather than as an evaluation tool. However, one may evaluate individual class members on the basis of how well they participate in related discussion. Should the instructor wish to evaluate the students further, he might wish to assign them an additional group experiment, which they could carry on outside of class, and ask for individual reports on the results. This task, see attached, is taken from the Fiedler experiments as well, and represents a structured task which would be a "favorable" situation for a low LPC leader. The instructor would appoint another leader for this task - and tell the students what his LPC score is, so that they may evaluate his performance in view of it.

TASK #2

INSTRUCTIONS FOR LEADER (MEMBER A)

The task of your group is to make a rendering of a new barracks (front and side view) designed for use with the Armed Service. You will be given the specifications and model for the building which you will draw with the ruler and pencil provided. However, this barracks was designed by a European architect. All specifications are given in metric units. You have been given a chart for converting meters to inches (Chart 1). You have also been given a chart for converting the size of these specifications to a scale which is representable on paper (Chart 2).

In other words, each specification must first be converted from meters to inches, and then from inches down to scale (inches). These final specifications must be represented in the form of a drawing of the building.

You, the leader of this group, are in charge of all work assignments and procedures. Your group's output will be judged on the basis of speed to completion and accuracy. Please raise your hand when you have completed your drawing.

If your group has completed front and side views of the barracks building, begin the rendering of the barracks area. Specifications have been provided for this rendering. Employ Charts 1 and 2 as you did in the rendering of the barracks building.

TASK 2

MATERIALS BOOKLET

SPECIFICATIONS

BARRACKS BUILDING

FRONT VIEW

Width:	6.3 meters
Height:	3.1 meters
Roof:	4.6 meters from base at center of building sloping to 3.1 meters at sides of building.
Doors:	1 set double doors - each door .70 meters wide x 1.5 meters high - set 2.3 meters from sides of building.
Windows:	2 windows - each .70 meters x .70 meters set .30 meters from either side of building - bottom of window 1.9 meters from base of building.

SIDE VIEW

Width:	7.9 meters
Height:	3.1 meters
Roof:	None
Door:	2 doors - each 1.30 meters wide x 1.5 meters high set .70 meters from right and left side of building.
Windows:	3 windows - each 1.5 meters wide x .70 meters high set with .70 meters between each window and between sides of building - 1.9 meters up from base.

SPECIFICATIONS

BASE AREA

AREA:		East-West 7.9 meters; north-south 4.6 meters
HOSPITAL:		E-W 1.10 meters x N-S 3.1 meters - set .30 meters from west border and .70 meters from north border
BARRACKS:	1.	E-W .70 meters x N-S 1.10 meters - set from east .70 meters and from north .10 meters.
	2.	E-W .70 meters x N-S 1.10 meters - set from east 2.3 meters and from north .10 meters.
	3.	E-W .70 meters x N-S 1.10 meters - set from east 3.9 meters and from north .10 meters.
HEADQUARTERS:		E-W 2.3 meters x N-S .70 meters - set 2.3 meters from east, 1.9 meters from north.
MESS HALL:		E-W 1.10 meters x N-S 1.10 meters - set from south .70 meters, from east .70 meters.
RECREATION HALL:		E-W 2.9 meters x N-S .70 meters - set from west 2.5 meters, from south (at west end) .70 meters (at east end) .30 meters.

CHART 1

METERS TO INCHES

Meters	Inches	Meters	Inches	Meters	Inches	Meters	Inches
.10	3.9	2.6	101.4	5.1	198.9	7.6	296.4
.20	7.8	2.7	105.3	5.2	202.8	7.7	300.3
.30	11.7	2.8	109.2	5.3	206.7	7.8	304.2
.40	15.6	2.9	113.1	5.4	210.6	7.9	308.1
.50	19.5	3.0	117.0	5.5	214.5	8.0	312.0
.60	23.4	3.1	120.9	5.6	218.4	8.1	315.9
.70	27.3	3.2	124.8	5.7	222.3	8.2	319.8
.80	31.2	3.3	128.7	5.8	226.2	8.3	323.7
.90	35.1	3.4	132.6	5.9	230.1	8.4	327.6
1.0	39.0	3.5	136.5	6.0	234.0	8.5	331.5
1.1	42.9	3.6	140.4	6.1	237.9	8.6	335.4
1.2	46.8	3.7	144.3	6.2	241.8	8.7	339.3
1.3	50.7	3.8	148.2	6.3	245.7	8.8	343.2
1.4	54.6	3.9	152.1	6.4	249.6	8.9	347.1
1.5	58.5	4.0	156.0	6.5	253.5	9.0	351.0
1.6	62.4	4.1	159.9	6.6	257.4	9.1	354.9
1.7	66.3	4.2	163.8	6.7	261.3	9.2	358.8
1.8	70.2	4.3	167.7	6.8	265.2	9.3	362.7
1.9	74.1	4.4	171.6	6.9	269.1	9.4	366.6
2.0	78.0	4.5	175.5	7.0	273.0	9.5	370.5
2.1	81.9	4.6	179.4	7.1	276.9	9.6	374.4
2.2	85.8	4.7	183.3	7.2	280.8	9.7	378.3
2.3	89.7	4.8	187.2	7.3	284.7	9.8	382.2
2.4	93.6	4.9	191.1	7.4	288.6	9.9	386.1
2.5	97.5	5.0	195.0	7.5	292.5	10.0	390.0

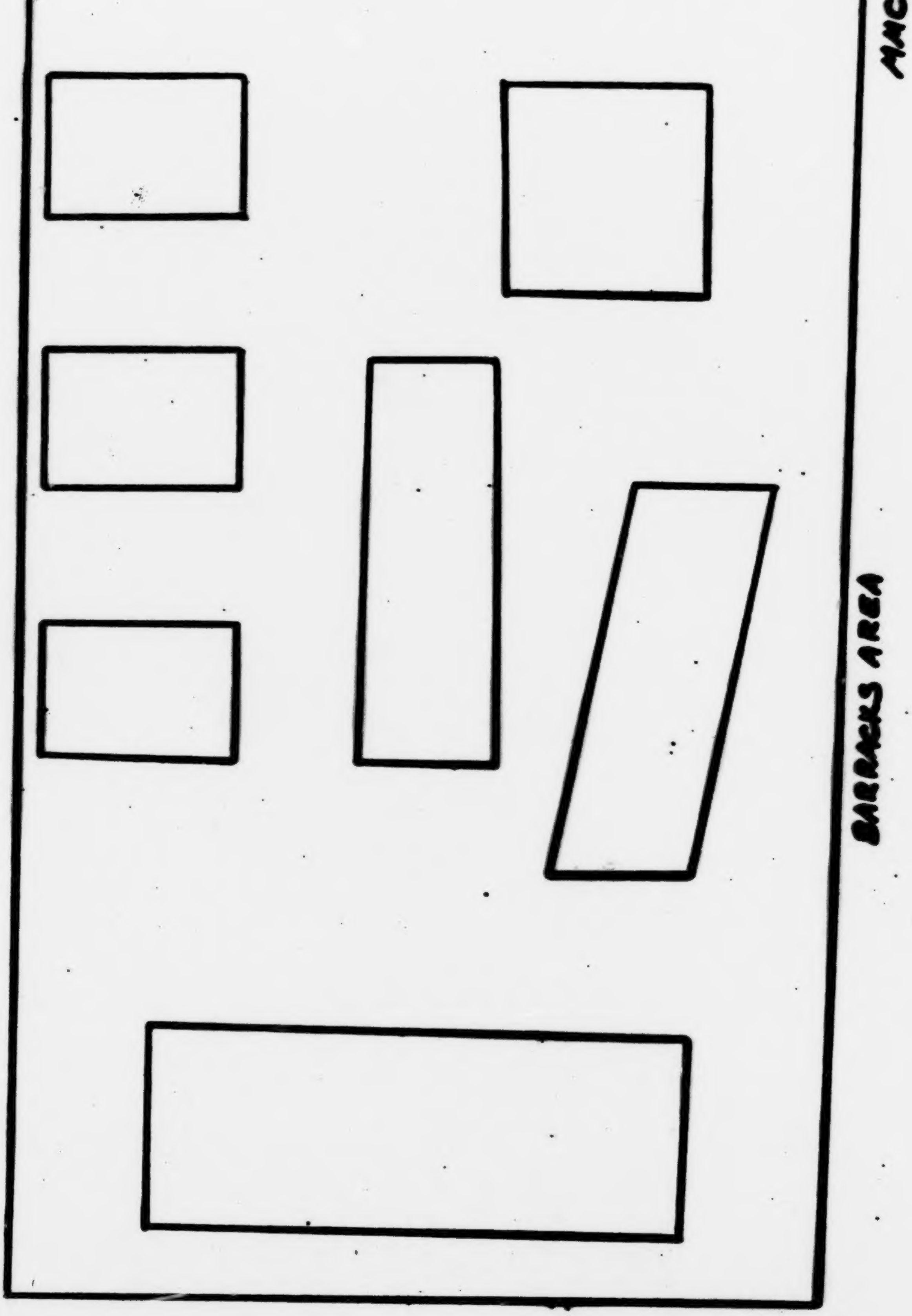
CHART 2

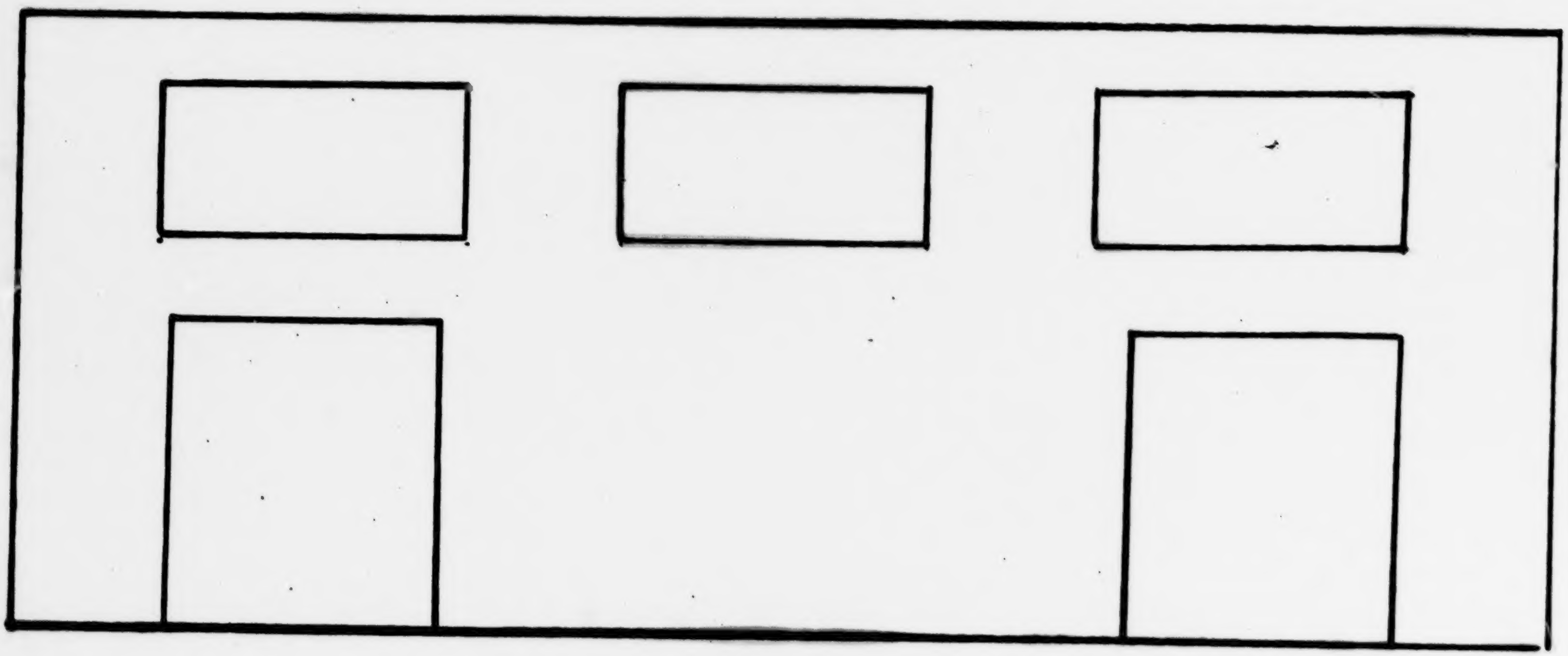
INCHES TO SCALED INCHES

Length 1	Length 2
3.9	.25
11.7	.50
19.5	.75
27.3	1.00
35.1	1.25
42.9	1.50
50.7	1.75
58.5	2.00
66.3	2.25
74.1	2.50
81.9	2.75
89.7	3.00
97.5	3.25
105.3	3.50
113.1	3.75
120.9	4.00
128.7	4.25
136.5	4.50
144.3	4.75
152.1	5.00
159.9	5.25
167.7	5.50
175.5	5.75
179.4	6.00
191.1	6.25
198.9	6.50
206.7	6.75
214.5	7.00
222.3	7.25
230.1	7.50
237.9	7.75
245.7	8.00
253.5	8.25
261.3	8.50
269.1	8.75
276.9	9.00
284.7	9.25
292.5	9.50
300.3	9.75
308.1	10.00
315.9	10.25
323.7	10.50
331.5	10.75
339.3	11.00
347.1	11.25
354.9	11.50
362.7	11.75
370.5	12.00
378.3	12.25
386.1	12.50

SOLUTION TRANSPARENCIES FOR TASK #2

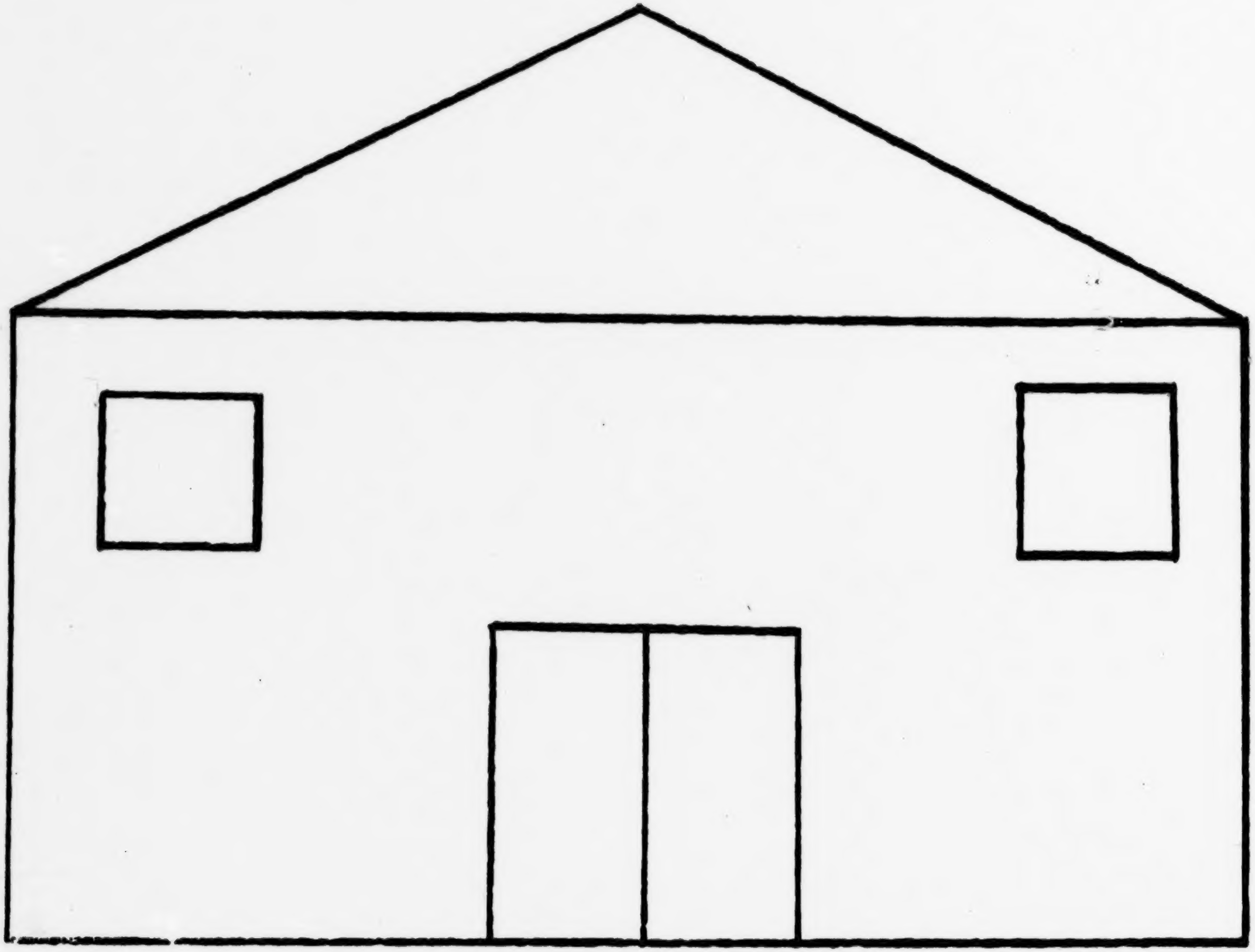
Judge the drawing's accuracy by holding the transparency over the group's drawing. If the drawing is not complete, judge its near-completeness by the number of correctly drawn lines.


BARRACKS AREA
MMC



BARRACKS BUILDING
SIDE VIEW

MMC



BARRACKS BUILDING
FRONT VIEW

MMC

DEPTH CORE # 16

"THE WORLD OF CHARLIE COMPANY"

Part 1: A Problem in Assumption of Command

STATEMENT OF INTENT

This depth core is intended to provide the midshipmen with the opportunity to apply to a real-life situation the principles that they have studied regarding assumption of command. The situation is taken from the film "The World of CHARLIE Company" and consists of those incidents encompassed by pages 1-10 of the script. The midshipmen will view these events and then use them as an impetus and as a frame of reference for their discussion. They will be expected to judge and evaluate the behavior of the officers and enlisted men in CHARLIE Company in terms of their knowledge of appropriate leadership behavior and style.

OBJECTIVES OF PRESENTATION

1. After viewing the designated portion of the film "The World of CHARLIE Company," the Midshipmen will be able to discuss the events depicted therein in reference to the problem of assumption of command. The Midshipmen will be expected to support his comments and criticisms by citing events and persons shown in the film.

2. The Midshipmen will be able to make a valid prediction about future success (or failure) of the new commander in further missions with CHARLIE Company. This prediction should be based on evidence from the film itself, or from the discussion about it.

APPROACH TO PRESENTATION

The instructor should briefly introduce the film, pointing out that only a portion of the entire CBS program will be shown. Should it be impossible or impractical to show the film, copies of the script, pages 1-10 could be distributed before the class, with instructions to read for discussion. However, showing the film itself is the far preferable alternative, since it so vividly depicts the combat environment, the personalities of the men, and the complexity of problems of command.

Once the film has been shown (or the script read) the instructor should divide the class into small discussion groups of 5 or 6, supplying each with a copy of the handout "Discussion Questions" and asking each group to keep a record, written or taped, of its conclusions on each question. * At the end of the session, the instructor might take a brief run-down of the questions, letting the class know if any consensus has been achieved as to the way the commanders handled the unit.

The remainder of the film may be shown in another class period, (see Depth Core # 17) and students may compare their predictions with the outcome of the film.

* Each group may be provided with a cassette tape recorder for this purpose.

STUDENT HANDOUT A

DISCUSSION QUESTIONS

(Answer those questions indicated by your instructor.)

1. Aside from the officially vested authority of his position as Company Commander, what (if any) are the other bases of CAPT Jackson's authority in CHARLIE Company? Where would you place him on the leadership continuum? Why?
2. How would you describe CAPT Jackson's personality? Judging from what his men say about him, do you think he is competent? Do you agree with CAPT Rice's opinion that Jackson is too "cautious"?
3. How would you describe CAPT Rice's personality? Where would you place him on the leadership continuum? Why?
4. What is Sergeant Dunnock's role in CHARLIE Company? Does he have any authority? Do you think that the men in the second squad would have refused to walk the road if he hadn't refused first?
5. What do you think of the way Rice handled Dunnock's disobedience to orders? What were the repercussions of the incident as far as the mission was concerned?

6. In appraising the "rebellion" afterward, CAPT Rice says, "It takes a certain, flat time for a commander to get used to his men." Do you think Rice would have used a different approach if he had been more used to the men? Would the men have followed his order unquestioningly if they were more used to him? How does a new CO cut down the amount of time it takes for him to get to know his unit, to get the men behind him, to become, in their eyes, a really effective leader? In short, how should CAPT Rice have gone about taking over?

7. Was there actually a "rebellion" on the road that day? Some of the men call it that afterwards, whereas CAPT Rice simply says, "Three or four people said they weren't going down the road." How do you account for these divergent views?

8. Now that this incident has occurred, do you think Rice will be an effective commander of CHARLIE Company on future missions? What can he do to ensure that such incidents don't happen again?

STUDENT HANDOUT B

(OPTIONAL)

SCRIPT

"THE WORLD OF CHARLIE COMPANY"

(Abridged)

JOHN LAURENCE: An American rifle company in Vietnam and Cambodia. The period: March through June, this year. The mission: Kill the enemy. But, even here, the troops reflect the unrest over the war troubling the country they left, back in the world.

What's your feeling about killing?

SERGEANT LYMAN DUNNOCK: I don't have any. Don't mean nothing. Just - I guess you could say it was a job to do, either you get killed or you kill him, so better off him than me. You really don't have no feelings about it, you know. You see a dead gook, it don't mean anything. The only time you really feel anything is when we see a GI messed up. Then it sort of hurts you, you know. But the gooks, it don't bother you none.

MEDIC RICHARD HOWE: Oh, wow, there's no doubt about it- it's wrong. You know - I mean, the Bible says "Thou shalt not kill. It doesn't say"Thou shalt not kill,"parenthesis,unless there's a war or you hate somebody. It says that "Thou shalt not kill. Period. You know, I think that goes for everything. You know, putting on a uniform doesn't give you a license to kill somebody, you know.

DUNNOCK: The way to do it? Slow and easy. The only way you can do it. You don't go too fast. You're liable to walk right into it. Got to take it easy, you know. Probe along.

VOICE: Stay off the trails?

DUNNOCK: Right. Don't walk down no trail. You won't be coming back.

LAURENCE: Was there a rebellion today?

SPECIALIST 4 GORDY LEE: You might call it that. Back in the world we call it rebellion. Here it's just downright refusal. We..the whole company..the C.O. says, "OK, we're going to walk through it," and the whole company says, "NO, Negative!" We've heard of too many companies, too many battalions want to walk the road and that's why they aren't what they are now. They just got blowed away.

LAURENCE: Spring, 1970. After five years of killing, the gears of the Vietnam death machine were grinding more slowly in the months before the invasion of Cambodia. After five years of war, the lives of the line infantrymen - the grunts - were practically the same: young men with guns tramping around the tropical jungles, living like the other animals, occasionally engaging in the death game the first grunts were sent here for in 1965. But there did appear to be a change in their attitudes in 1970, a sense of independence. Sometimes there was open rebelliousness.

It was an internal conflict within the American army among the soldiers themselves. Some called it the war between the lifers and the grunts - usually verbal, but sometimes violent, involving the older men making careers of military work, and the young draftees committed to a year of military service in Vietnam.

The grunts were determined to survive. Since they were forced to endure the most extreme physical hardships, they insisted on having something to say in the making of decisions that determined whether they might live or die. It happened, among other units, in Charlie Company.

ANNOUNCER: This is a CBS NEWS SPECIAL REPORT: "The World of Charlie Company," with CBS NEWS Correspondent John Laurence.

(ANNOUNCEMENT)

LAURENCE: Combat assault. One hundred American infantrymen, their officers, medics, and Vietnamese scouts, are dropped into a deserted clearing in the jungles of War Zone C along the border between South Vietnam and Cambodia, northwest of Saigon. The military mission is to make contact with North Vietnamese army units, blast them with artillery and air strikes, to block enemy actions deeper inside Vietnam. The unit is Company C, Second Battalion of the Seventh Cavalry, First Air Cavalry Division.

The young men in Charlie Company, like those in every other line infantry unit, see their lives in Vietnam as an unpleasant interruption of what they were doing at home in the States. They have a special expression for their homeland. That, they say, is "back in the world."

For most of them, for those who are not shot up or blown away by bullets and mortars and rockets, Vietnam is twelve months of physical torture: endless hours of forced marching, sweating under the tropical Asian sun, grunting and groaning in the harness of a 90-pound pack, soaking in the rains of the monsoon, fighting off insects and crawling lizards, swallowing tasteless food crammed into cans, nursing the infected skin sores called "jungle rot," collapsing every day with blistered feet and cramped muscles, and enduring the very private agony of memories of "back in the world" and each man's separation from his friends and folks. This, for one year, is their world.

VOICES: Somebody walking, you say? Yea..okay..Just keep your eyes open. Do you know which way he was going? Onto another trail. Say again? Parallel to the trail. Parallel to the trail. Play it cool.

LAURENCE: The constant danger of contact and killing adds to the strain of surviving. The final physical task after each day's patrol is clearing a camp for the night.

Pushing against the bush is another hazard in the hundred-degree heat, particularly for point men, those who lead the way for Charlie Company. PFC Steve Puget passed out from the heat and his exhaustion, after pushing too long one day.

PUGET: Just can't walk through that kind of stuff all day. Just can't do it.

LAURENCE: What does it do to you?

PUGET: Well, try to name something that it doesn't do to you. My partner Marsh walked through after I fluttered out there. Just can't hack that stuff all day.

LAURENCE: Puge, the point man, is sent back for medical treatment, the pain of his earlier convulsion and delirium still showing. At 18, Puge's condition will improve enough in a few days for him to return to the field. Medical evacuations are rare in Charlie Company, so few are their casualties.

It is a rare but welcome day when hot food is brought out to the men. The company usually gets its basic resupply only twice a week, on what is called "log day." Log days are less exhausting than the regular routine of humping through the bush.

A birthday passes for PFC Carlton Dudley, his twentieth. "Just another day in the Nam," he says - Vietnam. He comes from Newberry, Florida, and his six months in the field have soured his love for the outdoors. Dudley, a member of Second Squad, Second Platoon, has developed a deep dislike for Army life.

DUDLEY: What's life like over here? It's like pure hell. I mean, like a lot of guys hunted back in the world before they came over here. They come over here and they stay out, and maybe we stay out, anywhere from 18 days to a month......and the bugs are biting on us, crawling all over us, we have to sleep on the ground part of the time. Sometimes air mattresses when we can get them. And you know, you're humping all day long, and a lot of guys, they just change their opinions about being out in the woods. A lot of the guys say that when they go back to the world they won't go back into the woods for hunting or any other reason.

LAURENCE: The leader of Second Squad, and among the most respected soldiers in Charlie Company, is Sergeant Lyman Dunnock. Some of the others call him "Gene." He is also known as "Killer." Dunnock was drafted in Alexandria, Virginia, later than most men. He is 26 years old now, rising rapidly in rank to non-commissioned officer. Dunnock's determination to fight the war, while trying to keep himself and the men in his squad alive is based on his belief that stopping the Communists in Vietnam will protect his baby daughter and younger brother back in the world.

You take your job seriously. Is that how you got the nickname?

DUNNOCK: Well, you have to take it serious when you got your life and somebody else's to worry about, you know. If you have an attitude where you just don't care, you might not go back, you know. So you have to do your job. And I've got five people I've got to worry about besides myself I make sure all of them get back, I get back myself, I'll be satisfied.

LAURENCE: How did you get the nickname?

DUNNOCK: Killer? Ah - Killed a couple of gooks in a bomb crater one time. Claymores - rigged a couple of claymores, put a few sixty rounds into them. They were taking a bath so, you know. It just proves, don't take no bath while you're in the field.

LAURENCE: The closest link between Charlie Company and people back in the world is mail. Letters are the most important source of information about what's happening at home.

PFC Jorge Rivera's wife is writing worried letters, concerned that he makes it home safely to New York City. Rivera is the oldest man in second squad - 29 - and has the least time left to serve in Vietnam. He was seriously wounded once, and now that he's getting short, Rivera is nervous about surviving the final weeks.

RIVERA: Yeah, when you get short like that, you kind of get started to worrying. You worry when you're going walking down the bush. You worry about getting hit. For me, I worry about getting hit again. I don't intend for that to happen again. But you never can tell. You feel that there's somebody after you, specifically just you, because you're short. They don't want nobody else but you. Spooky. It's really something.

LAURENCE: Four letters from home in Trenton, Michigan arrive for PFC Bob Teschker. He had been planning to go to junior college in Dearborn when he was drafted. It took him away, two months ago, from the girl he is engaged to marry. Teschker is holding her letter.

TESCHKER: What's the news? Well, she's got a brother who's in the service too, but he's back in the States and just writing about him coming home and things she's been doing. And she got a raise at work, so she's kind of happy about that. Clothes she's buying for the summer, coming up. Mainly, I guess, she wishes I was there with her.

LAURENCE: What do you wish?

TESCHKER: Oh, I wish the same thing. But I'm getting along. I'm used to the idea. Mainly, I just keep writing and hope she keeps writing me.

LAURENCE: Spec-4 John Schultz spends his 21st birthday in War Zone C. He has been with Charlie Company for nine months now, and is thinking about getting back to Lynwood, California.

SCHULTZ: When I go back I won't even want to think about this place. I mean, I'll probably watch the news and see how the fight is going and everything, but I don't want to be reminded about when I was out there.

LAURENCE: The most educated man in Second Squad, with some college credits at San Diego State, is Spec-4 Gordy Lee. Just before leaving for Vietnam last September, Gordy got married. He has studied the remarkable record of Charlie Company in action, and concluded that the commander is most responsible for the men's safety.

LEE: Maybe it's just luck or fate but out of the whole battalion since we got Captain Jackson, we have been the company that's been hit the least - made the least amount of contact, and if we do make contact we're coming out the best since Captain Jackson took over. We've only lost two guys, actual KIA's, whereas the rest of the companies of the battalion have been losing quite a few more. And it seems like with Captain Jackson, we just kind of lead an almost charmed life. And boy, I'm not for knocking that.

LAURENCE: Captain Robert Jackson. Age, 29. Hometown, Sheffield, Alabama, where his wife and two children wait. Military service, six and a half years. A paratrooper and ranger. Platoon leader with the 82nd Airborne in combat in the Dominican Republic. His second full tour in Vietnam. A Regular Army career officer. But no one in Charlie Company calls Captain Jackson a "lifer." He is too well liked and respected. The men appreciate his philosophy of combat: making contact on his terms, not the enemy's, and avoiding unnecessary casualties.

JACKSON: I don't know - the people in the company I'm sure realize that - that we take a lot less casualties than other people and they see - and they see reasons. Like we don't use trails. We try to do things with logic. And if you want to find gooks, there's no problem in finding the enemy. You can just walk down a trail and you'll eventually find him, but it will be on his terms. So it's just the way we operate and that I think is the reason we take fewer casualties than a lot of people, and the people in the company, I think they realize it and they have an appreciation for it.

LAURENCE: Now, Captain Jackson is preparing to give the leadership of the company, and responsibility for the men's lives to a new commander. Captain Al Rice, like Jackson, has a distinguished record in combat, in his case, in the dangers of long range reconaissance patrols. Rice, however, is five years younger, less experienced in Vietnam but anxious to distinguish himself as he did in high school and college football in Tennessee. Captain Rice was raised in Kingsport in strict military tradition. His father was a Marine Corps drill instructor.

JACKSON: What we're working on now, we have two work days and a log day, and a log day's just a wasted day. It takes most of the day and you've got to move out to your logs. This is definitely mortar country. They can set up a tube anywheres.

LAURENCE: Rice has three days to study Captain Jackson. He concludes that Jackson is too cautious.

Test-firing the weapons to make certain they are all working properly is one of the details that concerns Captain Jackson. His mild, friendly manner masks the deep emotions he feels for his men. He worries about them constantly. Now, he prepares to leave the company to take a staff desk job at Division level.

Saying goodbye, Captain Jackson is unable to show his strong sentimental feeling. Privately, he says, "I'm going to miss these people." The men are more outspoken about the company commander who has kept them alive for five and a half months. John Schultz and Gordy Lee are apprehensive.

SCHULTZ: Just like our father, to our big family. I don't know - it's just when you get used to the ways of one man and then you have to change all over again, it's - I don't know. It's sort of like moving from one house to the other and having a different father. It just doesn't work right for a long time.

LEE: There'll be what you would call a trial period. In other words, a lot of us guys, you know, we've been out in the field with Captain Jackson's whole tour out here, and - the second time around for him - and he's like Bob said, that we've grown accustomed to his ways and we like his ways, mainly that we agree with him all the way. I mean, he takes us someplace, it could be contact all over, but if we're behind Captain Jackson we're not even worried. And it's going to - it's going to take a little getting used to, getting used to a new C.O.

(ANNOUNCEMENT)

LAURENCE: The first few days after the change in commanders are much the same for Charlie Company. The mission - and the misery - have not changed. But although the men do not know it yet, the world of Charlie Company is about to be shaken. And life will not be the same for months to come.

It is April 6th, the end of the first week in the command of Captain Rice. Today, however, his authority is about to be tested, traumatically.

Rice receives orders to move his men to a road in the jungle for pickup by helicopters. But the road is not wide enough for the choppers to land, so Rice is instructed to move the entire company about eight-tenths of a mile to the northeast, straight down the road. The men were taught by Captain Jackson, their former commander, never to move down a trail, much less a road. Sergeant Dunnock does not like the looks of the road. It is six feet wide, enclosed by thick bush on both sides. Dunnock refuses to walk the road.

DUNNOCK: I ain't going to walk down there. My whole squad ain't walking down there.

LAURENCE: The leader of second platoon looks on helplessly, as second squad turns back, away from the road. He listens, sympathetically. But since second squad was on point, leading the company, the entire column is held up. Captain Rice insists on obedience.

RICE: We're going to move out on the road. Period. Now we're going to move out and they're going to be left behind, or I'm going to take the point and they can follow me if they want to. Now, it's that simple. We've got a job to do and we're going to do it. It's not half as dangerous as doing some of the crap we've done out here in the boonies...At least we can see what we're doing. Now either move out or else I move out and they sit on their butt back here. It's that simple. All right. Now let's move out. Tell them to either make up their mind, they'll sit here and then I'll send some people back for them, which won't go over too good at all. Okay. We can't have this. This is extremely safe. This is the safest thing we've done.

LAURENCE: The young lieutenant tries to persuade Rice to change his orders, but the company commander is firm. Rice starts down the road himself but only five or six men follow. The captain moves about 15 yards, when new orders come down from the battalion commander.

RICE: All right, we're not going to move down to Romeo..whiskey to Romeo...get in a three shipper in a hurry.

LAURENCE: He is told to go in the opposite direction, only 300 yards.

RICE: Okay, we'll move out and they'll be okay. That's right! The longer we sit here, the worse it gets.

LAURENCE: This time second squad moves, reluctantly.

SOLDIER: Rivera, what do you think of this?

RIVERA: It's crazy - it's senseless, walking down the road. I guess we'll just have to see what happens.

LAURENCE: What's the problem?

SCHULTZ: We just don't want to walk on the road. This is one of the things that I told you about when we were wondering what the new C.O. was going to be like. And these are the kind of things which you don't want him to be like.

SOLDIER: After eight and a half months in country and I haven't walked down a trail. Yet they want me to walk down a road.

SOLDIER: First time we'll be walking down a road...

LAURENCE: Say again?

SOLDIER: Like a duck in a shooting gallery.

SOLDIER: Gooks always stand on a big trail like this. They're always watching. Tracks all up and down it this morning. Got to stay spread out this morning. Bad.

LAURENCE: Second squad reaches a point where bomb craters have cleared the trees along the road, and cuts a landing zone for the helicopters. There is no ambush. The men were aware that the mission is urgent, but they are not told why. What they don't know, what no one in Charlie Company knows, is that a massive B-52 bomber strike is scheduled to go in nearby in less than an hour and the soldiers are dangerously close to the target area. The bombers are in the air, approaching the target. Captain Rice calls his platoon leaders together to criticize them for not supporting his orders.

RICE: I can't run around and kick everybody in the butt. I can't run around and tell everybody what to do. You have to back me up. If I say something, and believe me, if it's bad, I'll know it's bad and you'll have to make it out for what you can. Any questions on this? Okay. Let's get this LZ built and get the hell out of here. I'm glad we didn't have to walk it.

LAURENCE: The landing zone is cleared, and one by one the choppers carry the company out. But, because of the rebellion and other unexpected delays, it is too late. The B-52 strike will hit in minutes. Higher headquarters cancels the mission at the last minute, because some of the men are still on the ground.

Shortly after the incident, at another landing zone, Gordy Lee, John Schultz, Carlton Dudley and others in second discuss the events.

LEE: Today we found out what happens when a whole company refuses to do something.

LAURENCE: What happened?

LEE: It puts everything in a big fat bind. And I'll tell you, somebody's heads are going to roll when this whole thing is over with I don't know whose. It may be mine. But heads are going to roll. And it's about time. You can't do what we did this morning and get away with it. We happened to be lucky. But I'm not going to try that one again. I just don't feel that lucky.

SCHULTZ: We don't know what's going to happen. It doesn't really make any difference. We're just going to refuse to do it. You may be in jail, but you won't be dead.

DUDLEY: If he told me to do it again, and I was walking point, I'd just flat refuse. They'd bust me, of course. But that don't mean nothing, either. All it is is money. I'm just in the Army to spend my time and get out. I ain't got no use for the Army.

LEE: I got a wife I'm going to go home and see. And he's pulling stuff like that, he's downright - in my opinion, he's telling me that you ain't going home, because that's what it amounts to.

LAURENCE: Almost two months later, Captain Rice reflects on the events of that day on the road.

RICE: Truthfully, the way I look at it, what happened on the road that day was something that every company commander, every leader has some time during his career, maybe not even in Vietnam, maybe back in the States if he never makes it to Vietnam. It's a problem where a new commander takes over. The old commander was liked, he was good, he was darn good. I knew him a long time before. And there's just a flat time which it takes for a commander to get used to his men, and even more important, for the men to get used to the commander. When that came up, it was completely different from anything that these people had been taught. It was a completely different situation, so when I come out with it, I tell them to do this, the first thing they think is, the guy's a nut. And to be honest with you, I didn't particularly care for it either. But it's just something that had to be done.

LAURENCE: You said there was some discussion of - we reported it as a minor rebellion: some of your men actually refused to go down the road. Was that your impression?

RICE: Well, I did have a couple of people, three or four, that said they weren't going down. More or less. They never told me - they did not tell me that they would not go down the road, but from what I gathered they said they weren't going down the road. Okay, that's no problem, because if they want to sit there by themselves, that's fine because the rest of the company did move out and as far as I can see, everyone was moving. Of course, I moved up to take - to get near the point too, so I could see what was going on. But as I look back, people were following me, up until the time we got the word to turn back.

I will say this. Had we walked - had to walk all the way down the road - had we walked down the road and not been ambushed, it would have been a very good tactic. Had we walked down the road and got ambushed, it wouldn't have been so good. We'll never know.

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POSSIBLE ANSWERS TO DISCUSSION QUESTIONS

(For Instructor's Use Only)

1. Aside from the officially vested authority of his position as Company Commander, what (if any) are the other bases of CAPT Jackson's authority in CHARLIE Company? Where would you place him on the leadership continuum? Why?

Possible Answer: In the eyes of his subordinates, CAPT Jackson has authority based on competence in an area which is important to them, namely, in keeping casualties down to a minimum. He would probably be placed somewhere on the right hand side of the continuum, tending as he does to democratic style of leadership (his men say that he has a reputation for letting them know as much as possible about the missions, and for having taught them his "philosophy of combat...meeting the enemy on our, not their terms." etc.) We would need further evidence before we could say this definitely, however, for once he "won over" the unit, Jackson might have operated in an autocratic fashion, with a strengthened authority based on the "charisma" associated with his reputation for avoiding casualties.

2. How would you describe CAPT Jackson's personality? Judging from what his men say about him, do you think he is competent? Do you agree with CAPT Rice's opinion that Jackson is too "cautious"?

Possible Answer: Jackson is a mild, friendly, obviously persuasive individual whose reputation and distinguished record in combat have won him respect among his men. We can only judge his competence in terms of what the narrator says about his distinguished record, and what Rice says about having known Jackson for a long time and that he is a "good man". However, in terms of mission accomplisment, we have no idea how Jackson's commanding officers view his competence. We can see very clearly, in the film that from the subordinates' point of view, Jackson is considered extremely competent...at keeping them alive. We would have to see how CAPT Jackson would have handled the command to go down the road in order to decide whether or not Jackson was too cautious... in other words, whether or not he let concern for the lives of his men outweigh concern for mission accomplishment.

3. How would you describe CAPT Rice's personality? Where would you place him on the leadership continuum? Why?

Possible Answer: CAPT Rice is a gruff, tough, less persuasive an individual than Jackson, although he too, has a distinguished combat record, albeit in long range reconnaissance, not the sort of routine patrols that CHARLIE Company is engaged in. Judging from his handling of the incident on the road, and from his view that Jackson is "too cautious", we would probably put him on the authoritarian side of the continuum. But here, too, we would require further evidence before we could be sure that he was, in fact, an authoritarian style leader. He might be resorting to authoritarian tactics only until he has won the enthusiastic support of the company.

4. What is Sergeant Dunnock's role in CHARLIE Company? Does he have any authority? Do you think that the men in the second squad would have refused to walk the road if he hadn't refused first?

Possible Answer: Sergeant Dunnock apparently has a lot of informal authority, a result of his reputation and personality. The fact that even a few men chose to stick with him rather than obey orders testifies to this, as does the comment of the men being questioned after the incident who said "Somebody's head is going to roll"...They were probably referring to Dunnock, whom they could see as conflicting with the formal authority figure, the company commander. The men probably wouldn't have refused if this informal leader hadn't set the precedent.

5. What do you think of the way Rice handled Dunnock's disobedience to orders? What were the repercussions of the incident as far as the mission was concerned?

Possible Answer: Rice handled the incident in an acceptable way by not challenging the Sergeant's view, simply proceeding down the road himself and carrying out orders. Obviously, there was no time to discuss the issue, and as it was, even this brief delay caused the related bombing mission to be aborted due to the danger of harming the members of CHARLIE Company.

(Instructor may wish to refer students to Buna incident, WW II, and General MacArthur's orders to General Eichelberger to "Take Buna or not come back alive." -- see Enrichment Module E-VIII-16, page 20.)

6. Do you think Rice would have used a different approach if he had been more used to the men? Would the men have followed his orders unquestioningly had they been more used to him? How does a new CO cut down the amount of time it takes for him to get to know his unit, to get the men behind him, to become, in their eyes, a really effective leader? In short, how should CAPT Rice have gone about taking over?

Possible Answer: It is not likely that Rice would have used any other approach than directly carrying out orders despite the danger of going down the road. However, had the company been more used to his tactics, they would have been more likely to follow his orders without question. After all, in the long run, Rice was looking out for his men's welfare by attempting to evacuate them as quickly as possible before the bombing. Rice should have handled the disobedience incidence with more firmness, perhaps recommending disciplinary action for those who disobeyed. This would have made it quite clear to the men that he was a "no nonsense" leader, and would not tolerate similar behavior in the future.

7. Was there in fact a "rebellion" that day on the road? How do you account for the divergent viewpoints of senior and subordinates?

Possible Answer: The subordinates view it as a rebellion, but the commander sees it merely as an incident. Should the subordinates continue to challenge or disobey CAPT Rice's orders, the situation will no doubt take on the dimensions of a rebellion. Chance or fate intervened on the road, i.e., the sudden change in orders, so that we will never know whether or not more than four or five of the men would have disobeyed orders and sided with Sergeant Dunnock.

8. Do you think that Rice will be an effective commander of CHARLIE Company in the future? What might he do to ensure that such incidents don't recur?

Possible Answer: After the breaking-in period, the men will probably come around to Rice's way of doing things. Until that time Rice should take protective measures to ensure that his orders are being carried out, i.e., personally check up on Company members known to be friends with Sergeant Dunnock; perhaps seeing that Dunnock is given some kind of corrective action.

EVALUATION PROCEDURES

1. The instructor may evaluate group response by studying the recorded * group answer to each question.
2. The instructor may ask each Midshipmen to write a brief (one page) prediction of how CAPT Rice will succeed with CHARLIE Company on future missions. From this he can determine how much the Midshipman assimilated from the discussion. Furthermore, these estimates may be returned to the Midshipmen for comparison with the actual outcome of the film. (Depth Core # 17)

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* written or taped

DEPTH CORE # 17

"THE WORLD OF CHARLIE COMPANY"

Part 2: An Evaluation of Leadership Performance

STATEMENT OF INTENT

In this depth core unit the midshipmen will have an opportunity to compare their evaluations of a leader's performance against the leader's subsequent behavior. When they viewed CAPT Rice's performance upon first assuming command of CHARLIE Company -- Part I, the midshipmen were asked to write predictions of his future success (or failure) as the Company Commander. In Part 2 of the film, the midshipmen will see further incidents of interaction between CAPT Rice and CHARLIE Company, and will be able to confirm and discuss the accuracy of their predictions. In the discussion there should be ample coverage of what Professors Fiedler and Stolurow recommended as an addition to the course - namely, a discussion of how evaluation of leadership performance may vary according to point of view. *

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* . November 5, Meeting Notes

OBJECTIVE OF PRESENTATION

1. Upon completion of this exercise the midshipman will learn how his perception of a leader's performance can be influenced by such variables as position in chain of command, situation, opinion of others, amount of available information, etc..

APPROACH TO PRESENTATION

The instructor should briefly introduce the film, perhaps summarizing what went on in Part 1 to refresh the students' memories. Part 2 should then be shown. * Afterwards, the instructor may read aloud selected parts of some of the midshipmen's evaluations - written after seeing Part 1 of the film. He might also notify the class what the general consensus of the group was regarding Rice's future effectiveness. Discussion will follow based on the handout of discussion questions.

* Optional script included should it prove impractical to show the film.

STUDENT HANDOUT A

DISCUSSION QUESTIONS

1. Does the second part of the film show Rice to be an effective leader? In what areas is he effective? In what areas is he ineffective?

2. One of the reasons for Jackson's popularity and effectiveness with the company was, as Lee put it, "He usually told us the definite reason" for a mission. However, when Rice gives the order for the squads to take positions one kilometer apart, he too gives the men a definite reason for the order, yet they nonetheless disobey. How do you account for this?

3. Do you think Rice was wise to give temporary command to Sergeant Dunnock whom he considered a "troublemaker"? How do you think his treatment of Dunnock affected his subordinates' view of his effectiveness?

4. Do you agree with the subordinate's (Lee's) view that Rice places "Mission before men."? Does the record support his view, i.e., does the casualty rate support this view? Do you?

5. CAPT Rice seems to "jell" as Company Commander during the period of rugged hill patrolling in Cambodia. Why is this? Do you think Jackson would have been as successful in keeping "tight control" on this kind of mission? Why?

STUDENT HANDOUT B

(OPTIONAL)

SCRIPT

"THE WORLD OF CHARLIE COMPANY"

(Abridged)

LAURENCE: A new and quieter mission is given to Charlie Company. Palace guard, protecting Division headquarters. Second squad awakes, leisurely, at nine o'clock one morning.

Sergeant Dunnock, who was expecting to get a job as supply sergeant back at the base camp, is still in the field. He believes it is punishment for leading the rebellion on the road.

DUNNOCK: Mosquitos did me a job - wow! Ate me up.

SOLDIER: Mosquitos?

DUNNOCK: Yeah. Didn't they get you? They did me a job and a half.

LAURENCE: Insects bother second squad more than the enemy on palace guard, for there are only a few Viet Cong in the area, and no North Vietnamese.

These are long, lazy days. The work is less rigorous, the patrols shorter, and the men have more time to relax, to catch up on sleep, play cards, listen to the radio, and especially time to think, privately, about themselves and the world they're in. Most, like John Schultz, see their roles as soldiers as part of a job that has to be done. They support the war, however demanding it is on them. But there are others in Charlie Company who question the killing. A popular song, "Reflections of My Life," is playing on Armed Forces Radio. It reflects the mood of some of the men.

MUSIC: "The world is..a bad place..a bad place...
A terrible place to live....
Oh, but I don't want to die...."

LAURENCE: Spec-4 Richard Howe is a combat medic who has shown his courage in five months in the field. He would rather be home in Bloomington, Indiana, studying art, getting married, and settling down. Doc Howe is a medic rather than a rifleman because he doesn't want to kill anyone.

HOWE: I think my gripe is that we're supposed to be withdrawing, right? And, well, I figure that since we're going home in the long run, why don't we just sort of take it easy, you know, don't go out looking for trouble, just sort of maybe sit down and if they come to us we'll fight, but going out looking for trouble and wasting more lives just for time's sake, to me is just absurd. I don't know, maybe I'm wrong, it could be.

I like to say that I won't fire or shoot anybody, but then you've always got that little thing in the back of your mind, well, what if all of a sudden one day there's a gook and he's got this AK pointed at you. I mean, wow! If I ever do have to kill somebody I think I'll go insane afterwards because of the conscience thing. Wow. I just hope it never happens.

LAURENCE: After nine months with Charlie Company, Spec-4 Glenn Hindley has become an anti-war advocate, taking an extreme position for a soldier. Hindley is resisting.

HINDLEY: Well, I'm in a mortar platoon. I'm sort of a bystander. I sit back and watch most of the stuff. We don't really get involved. We just sit back, we never use a gun or anything, so tha makes it nice. And right now, I'm in a gun squad. I'm a gun squad leader and I think I'll make it a rule that we don't have to fire th gun. I haven't fired my gun since I've been here. I like it that way.

LAURENCE: How can you get away with that?

HINDLEY: Just don't fire it. The Army is really paranoid about all of the people coming over here, now that they're a lot different than they used to be, like World War II type people or the old Vietnam people. It's the Woodstock generation coming to Vietnam. I plan on going cross country when I get back, because I'll see the people that I know over here, plus I'll be able to talk to a lot of other people, maybe convince them that killing for peace just doesn't make sense.

LAURENCE: Killer, I see that you got a peace symbol there. Let's s it. What's that for?

DUNNOCK: I just bought it one day and put it on. I figure all them people back in the world demonstrating and wearing beads and everything else, I figured I can do it too. Because I'm the one over here fighting and they ain't doing nothing. At least I can say I got mine, you know. When I get back there, if I catch one of them walking down the street carrying a NVA flag or something, I'm gonna bust him right in the chops. Can't make it any plainer than that.

DUDLEY: And I'm with Gene. If I go back and I see one of them walking down the streets waving the NVA flag, I'm gonna get out and deck that son of a bitch. And they can lock me up if they please. That's the way I feel.

LAURENCE: Captain Rice visits second platoon on palace guard to give temporary command to Sergeant Dunnock, even though he considers him to be "a troublemaker."

Higher authorities have ordered Captain Rice to keep his squads separated by at least one half mile, looking out and listening for enemy rocket teams. On the map, the distance is measured in kilometers, or "clicks."

RICE: The main thing right now is area coverage, complete area. So you'll have to get about a click apart.

LAURENCE: After Rice leaves, the troops decide, casually, to disobey. One kilometer apart is too far to march, they argue, in the thick tropical forest. And if they make contact, twenty men together are stronger than two separate squads of ten men each. Dudley encourages the squad leaders.

DUDLEY: I'd tell 'em we can't walk that far...

LAURENCE: First squad decides to stick with second squad for two nights. When asked on the radio for their positions, they call in incorrect coordinates. Captain Rice is unaware of this new, almost routine disobedience. He believes the men are becoming more responsive to his orders since he replaced Captain Jackson as the company commander.

RICE: He had his way of doing things and his personality differs a lot from mine, and it was just a question of me getting the people to react to me the way I am. I'm not really soft-spoken. I've been known to holler every now and then. And I think it's - now I think they accept me, maybe not like me, but they accept me.

LAURENCE: Bob Teschker is coming around to the new captain.

TESCHKER: It's just learning his little ways, his odd ways, not odd ways, but his ways of doing things. And once we get kind of accustomed to 'em, it's not hard to take at all. There were things we had to do that we don't like to do, but we have to do 'em anyway. So myself, I think he's turned out to be a pretty nice guy.

LAURENCE: Even though you don't - do you always obey his orders?

TESCHKER: Well, sometimes you can't. You know, you may not always agree with, or may not do. But the bigger things you usually go along with, and you do.

LAURENCE: Gordy Lee is less receptive.

LEE: Captain Jackson had to push us; we knew we had to do this. I mean, there was a definite solid reason, and if he ever got the chance, which he usually told us the definite reason. He understood us and cared for us, whereas I think with Captain Rice, he'll push us and if he has a reason,which I have yet to find out, he won't tell us. It's mission before men. We've got to do this, you know. Sorry, guys, this is the way it's got to be. Guys could be dead tired, but it's mission before men.

DUNNOCK: Just like Gordy said, Captain Jackson looked out for his men, had a lot of respect for his men. And if one of us got hurt it really hurt him, you know, and I don't think that Captain Rice feels that way. He worries more about his rank than he does anything else. That's the way I feel, anyway.

SCHULTZ: And this is what - this is just a psychological effect, more or less. Because when somebody's real sarcastic and tells you, "You will do this," most people's attitudes day,"Well, I'll see about what I'll do about it, or what I'll do."

LAURENCE: As a company commander, is it necessary to be liked by your men?

RICE: No. No, not really necessary to be liked. You've got to be respected more than you've got to be liked. Naturally, any man wants to be - wants his people to at least think kindly of him. But you can't - you've got to draw the line some place. You've got to be in charge and being in charge - there's some people who just don't like to be - have people in charge of them, and no matter who you are they're not going to like it. So you've just got to do your job that you're in the Army to do. Namely, to be a commander. Anything else that you get, being liked, if it comes, it comes. If it doesn't, that's the way it goes.

LAURENCE: Second squad goes its own way, modifying the Captain's orders to suit the changing conditions of each day and its own sense of independence. Gordy Lee is setting up a Claymore mine.

LEE: It'll do a job. Charlie comes down this trail and they'll be sending a So Sorry to his wife. So long, sweet Charlie!

LAURENCE: The men take a mid-afternoon siesta, their radios playing softly, their thoughts to themselves.

(RADIO MUSIC)

(ANNOUNCEMENT)

LAURENCE: May First, 1970. D-day for the massive movement of troops across the Vietnam border into Cambodia, striking at the suspected headquarters of the North Vietnamese command group, COSVYN.

The first American unit to combat assault into Cambodia is Charlie Company. The men are "uptight", as they say. Apprehensive and alert. Captain Rice is in tight control, facing his most serious test in combat as a company commander.

But the contact is scattered and insignificant, and in two weeks of patroling the Fishhook region of Cambodia, no casualties are suffered by Charlie Company. The elaborate military trap having failed, the mission changes to a search for enemy supplies. The company pulls out for awhile , then returns to Cambodia after a few weeks in Vietnam, to a rugged hill with steep ridge lines, to search for enemy weapons and supplies. It is the most difficult patroling the men have experienced.

Physically exhausted, the men are also emotionally frustrated. The company has taken its first serious attack in four months. A Vietnamese scout is dead, the new lieutenant and one of the men from second platoon are wounded, and there are no enemy bodies to show for it. The terrain itself tortures the men.

SOLDIER: Too many hills. The last time in Cambodia it was all flat land, rolling hills. But now we're up here in the darn mountains and this is just like mountain climbing, only with about a 90-pound pack and a weapon, but it's hard to sleep at night because you're on a slant all the time. Just a hassle.

LAURENCE: An elaborate North Vietnamese base camp is discovered with enough bunkers for a battalion. And for a while Captain Rice is hopeful the company has found an important cache. But not Dudley.

DUDLEY: Might be a cache. I doubt it. Old man seems to think there is. They been here, though. Fresh built bunkers on either side.

RICE: Haven't been gone long...what you got there? I'd hate to be in them. What is it? Looks like shrapnel went through them.

LAURENCE: Charlie Company tries to take some vengeance on the enemy, but even that is frustrating. The bamboo is wet.

SOLDIER: There it is, folks. The fire of the century.

LAURENCE: Some of the veterans are missing as Charlie Company continues the search. PFC Jorge Rivera, who was so short and so worried, couldn't wait to get back to New York, so he extended his tour in Vietnam in return for an immediate 30-day leave to go home. Spec-4 Glenn Hindley, who refused to fire his weapon, was sent to the rear to wait out his final days in country, while his entire mortar platoon was abolished. Doc Howe is still in the field, asking for a rear job after six months in the bush. John Schultz got one and got out. Bob Teschker was given a radio to carry and switched to another squad. Carlton Dudley is planning to extend his tour in Vietnam for forty days, so he can get out of the Army sooner than scheduled.

After two more weeks in Cambodia, the orders come to prepare to withdraw back to Vietnam. Mission accomplished. Charlie Company has skidded up and down the side of a hill, searched it, found nothing of value, and almost exhausted itself. Everyone is still alive.

RICE: Well, we should be getting out of here today. Got to get about two trees out of here so it'll give the aircraft a good approach and exit.

LAURENCE: How are you going to get them out?

RICE: One bird at a time, probably, about the only way.

LAURENCE: What are you going to do with the trees?

RICE: Just blow them.

LAURENCE: The landing zone is ready.

For two and a half months, Charlie Company has worked for, watched, and tested its new commander. Now even those who first fought his orders and criticized him most are giving Captain Rice their grudging respect. Gordy Lee:

LEE: We're getting along a lot better than we were. We're still not jelling properly, but we're getting along a lot better than we were before. He's starting to give us - he's starting to give us more breaks which helps us, and then we're more ready in case we do hit something; and we're stopping earlier now and running shorter patrols, this kind of thing. We're starting to get back to the old Charlie Company now. I think a little bit more time and we'll be right up tight. Things are definitely improving.

DUNNOCK: I think everything's squared away now. He's getting a little better now, anyway.

LAURENCE: Do you think humping up and down these hills is what straightened it out?

DUNNOCK: That would definitely straighten you out.

RICE: Hang loose on that smoke a minute!

LAURENCE: Captain Rice does not tell the men, but privately he confides that he is becoming attached to them, worrying about their well-being, getting a sense that Charlie Company is his now. But even so, Captain Rice has taken the first step toward leaving Charlie Company, passing the tests that may get him a transfer to train for a new job as a helicopter pilot.

Sergeant Dunnock takes his squad, the men he is committed to keep alive, across the border from one war zone to another, returning with Charlie Company to the more familiar forests of Vietnam, counting the days until getting out of the violent, unforgiving jungle the men don't want to believe is part of the real world.

One of the veterans, Spec-4 Bob Jackson of North Plainfield, New Jersey, wrote a poem about the world of Charlie Company.

JACKSON: There's many little things that make this war the kind of war it is, so when I wrote the poem, I tried to put down the way I felt by some of those little things. I couldn't possibly get them all in, but I tried to put down what I felt and maybe in a way convey that feeling to people back in the world.

"The heat and the stench of the air.
A sick feeling in your stomach day after day.
The smell of body odor, and the choking dust
    in your throat.
Eyes that burn from sweat and are tired and
    painful from squinting.
The ache in your back and neck while you're
    standing, waiting to move.
And a pause, for a minute and a quick cigarette.
The deserted second from reality when your whole
    body reeks with tension and an unknown sound or a
    shadow in the bamboo.

Each day that goes by and the disappointment
you feel every time you look at a calendar, and
the hypocritical way that time seems to disappear.
When mail comes, and a letter for you, which
you embrace mentally and find it hard not to do
physically.
The anticipation while you read, trying not to
read it too fast for fear you'll miss something,
or that it will all be over too soon.
A buddy who means the world to you, but who
you sometimes despise and is a pain in the ass to
have around.
Even here there is natural beauty: a small flower,
patch of ground, and birds call, and a graceful
butterfly.
But frustration and disappointment become
a laughable thing.
But always there's the conflicting emotions, to
smile...and to say the Hell with it, and cry."

(ANNOUNCEMENTS)

ANNOUNCER: This has been a CBS NEWS SPECIAL REPORT: "The World of Charlie Company," with CBS NEWS Correspondent John Laurence....

"The World of Charlie Company" was filmed over a three-month period, March through June, 1970, with the logistical support, transportatio and assistance of the men of the First Air Cavalry Division.

DISCUSSION QUESTIONS AND POSSIBLE ANSWERS

(For Instructor's Use Only!)

[The following questions may be used to supplement discussion of student's individual evaluations.]

1. Does the second part of the film show Rice to be an effective leader? In what areas is he effective? In what areas is he ineffective?

Possible Answer: Yes it does, in some respects. In terms of mission accomplishment: yes. In terms of looking out for the men's welfare: yes. In terms of handling a conflict of authority with Sergeant Dunnock: no. And in this final area CAPT Rice placed both the mission and his men in jeopardy. Those men under Dunnock, who called in the wrong coordinates could have been killed, or could have prevented the mission from being accomplished. It was Rice's responsibility as leader, to prevent such a risk, and he failed to do so.

2. One of the reasons for Jackson's popularity and effectiveness with the company was, as Lee put it, "He usually told us the definite reason" for a mission. However, when Rice gives the order for the squads to take positions one kilometer apart, *he*, too, gives the men a definite reason for the order, yet they nonetheless disobey. How do you account for this?

Possible Answer: Here is a perfect example of selective interpretation. The subordinates especially those who were under the influence of Dunnock, perceived explanation as "good" when it came from the leader they liked and respected - Jackson. Yet they perceived it as "bad" simply because it came from a leader whom they didn't like personally, and whom they felt lacked personal concern for them. We learned from other parts of the film that Rice *did,* in fact, feel great personal concern for his men but simply demonstrated it as a different way from Jackson's.

3. Do you think Rice was wise to give temporary command to Sergeant Dunnock whom he considered a "troublemaker"? How do you think his treatment of Dunnock affected his subordinates view of his effectiveness?

Possible Answer: No. Rice was unwise in giving a position of such responsibility to a man whom he could not trust. To the subordinates, Rice's overlooking of the "disobedience incident" on the road suggested that such behavior would be overlooked in the future. Thus, they proceeded to follow Dunnock's, not Rice's orders regarding squad distribution.

4. Do you agree with the subordinate's (Lee's) view that Rice places "Mission before men."? Does the record support his view, i.e., does the casualty rate support this view? Do you?

Possible Answer: Yes, it appears that Rice's general approach was "Mission before men." The subordinates are mistaken in thinking that this attitude prevents him from having any concern for the men's welfare. He does. The fact that CHARLIE Company accomplishes the mission under Rice, and yet maintained an extremely low casualty rate, proves that a commander's approach of "Mission before men" that does not automatically exclude concern for their welfare.

5. CAPT Rice seems to "jell" as Company Commander during the period of rugged hill patrolling in Cambodia. Why is this? Do you think Jackson would have been as successful in keeping "tight control" on this kind of mission? Why?

Possible Answer: One of the reasons why Rice's approach to leadership seemed to suddenly take hold on this difficult mission was that the grueling situation called for his style of leadership. It is questionable whether Jackson could have pulled his men through this ordeal as well as Rice did.

EVALUATION PROCEDURES

It is felt that mere participation in this particular depth core session will constitute an adequate self-evaluation for each midshipmen. The conclusion of the film, and the ensuing discussion, should enable him to evaluate and correct his assessment of CAPT Rice's leadership capabilities.